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ABSTRACT

This report discusses the outcomes of three surveys that investigated the role of paraeducators in New York City schools, the skills and knowledge needed by paraeducators, and the skills and knowledge required by teachers to supervise and work effectively with paraprofessionals. The surveys indicate the need to improve the ability of paraprofessionals to effectively contribute to the work of program implementation teams and the need to increase opportunities for career development/advancement for paraeducators. Recommendations include: (1) more clearly defined roles and responsibilities of paraprofessionals and teachers and greater professional development opportunities; (2) competency-based training for paraprofessionals to inform them of their roles and to better prepare them for working with students, teachers, and parents; (3) develop and infuse content into courses to prepare teachers to supervise and work more effectively with paraeducators; (4) develop different approaches for training that acknowledge that not every paraeducator wishes to obtain a college degree; (5) improve articulation agreements between community colleges and senior colleges to facilitate transfers for paraeducators interested in earning college degrees; and (6) develop methods to accelerate the ability of interested paraeducators to earn undergraduate education degrees. The report describes the methodology, research samples, and results of the three surveys. (Contains 52 tables.) (CR)

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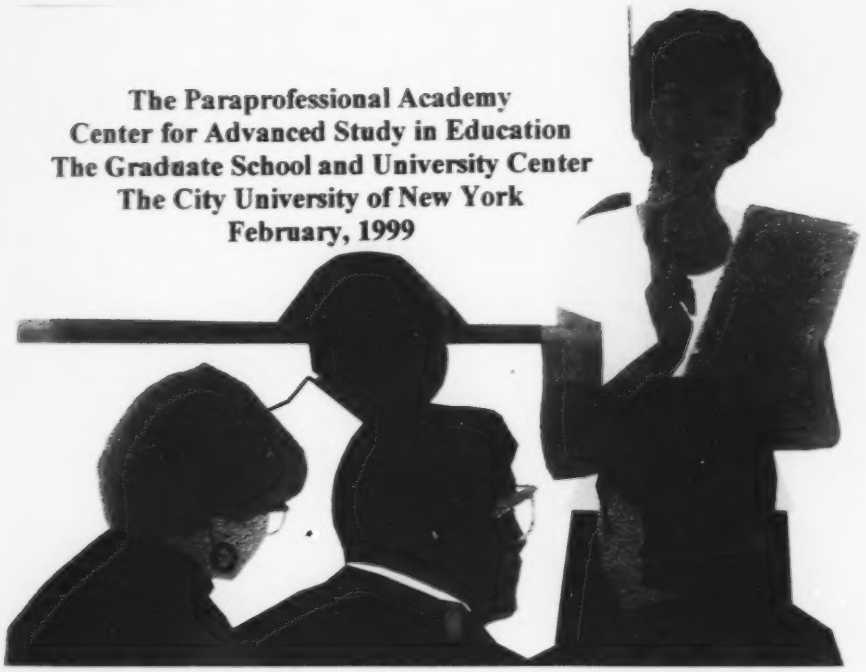
THE EVOLVING ROLES AND EDUCATION/TRAINING NEEDS OF TEACHER AND PARAPROFESSIONAL TEAMS IN NEW YORK CITY PUBLIC SCHOOLS: RESULTS OF SURVEY AND FOCUS GROUP RESEARCH

Funded by the CUNY Workforce Development Initiative



The Paraprofessional Academy
Center for Advanced Study in Education
The Graduate School and University Center
The City University of New York
February, 1999

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EXECUTIVE SUMMARY

INTRODUCTION

Over the last two decades, education practices and systems in New York City as well as across the country have changed. As a result, the employment of paraprofessionals in general, compensatory, bilingual, and special education programs has gained momentum. According to the New York State Report Card, in 1996-97, there were 16,852 paraprofessionals employed in New York City Schools. Indeed, they make up 19.2 percent of the instructional personnel in daily contact with children/youth. The expanding employment of paraprofessionals is attributable to several causes. One significant factor is the Federal and State legislative actions that require schools to provide services for all children and youth with disabilities in the least restrictive environment. Other factors contributing to the growth in paraprofessional employment include increased enrollment of students from homes where English is the second language and increases in the number of children and youth from economically and educationally disadvantaged backgrounds.

Inextricably tied to the increased employment of paraprofessionals are the continuing initiatives to redefine teacher roles and functions. In addition to their traditionally recognized responsibilities as diagnosticians of learner needs, developers of lesson plans, facilitators of instruction, and assessors of student progress, teachers have become leaders of program implementation teams. (Pickett & Gerlach, 1997; French & Pickett, 1997; Snodgrass, 1991). In New York City, program implementation teams have the day-to-day responsibility for providing education and other direct services to children/youth and parents. Depending on program needs, team members can include early childhood or transition specialists, teachers, paraprofessionals, occupational/physical therapists, speech-language pathologists, and other support personnel. Data gathered and analyzed through funds from the CUNY Workforce Development Initiative reveal that these emerging leadership roles require NYC teachers to: 1) develop plans and strategies to

integrate paraprofessionals into the instructional process, 2) direct the day-to-day work of paraprofessionals, 3) provide on-the-job coaching to paraprofessionals, and 4) objectively report on paraprofessional performance and/or training needs to principals/assistant principals.

Another important reason that has brought about increased employment of paraprofessionals is the ongoing shortfalls in the ranks of teachers. Shortages of teachers at all levels in the NYC public schools are well documented. In addition to teacher shortages in various curriculum and program areas, the need to recruit teachers from diverse racial and language minority heritages is particularly acute. Paraprofessionals, who typically live in the communities in which they work, often represent diverse language, ethnic, and racial heritages and are a valuable source of minority recruitment to the teaching field. (Bynoe, 1997).

The restructuring of teacher roles has resulted in greater reliance on paraprofessionals with greater emphasis on their student support and instructional duties. Dramatic changes have occurred in paraprofessional roles since they were introduced into NYC classrooms over 30 years ago in order to allow teachers to spend more time "teaching". Initially, their duties included record keeping, monitoring children and youth in non-academic settings, preparing materials, and housekeeping tasks. The results of the research described in this report indicate that NYC paraprofessionals are important contributors to the work of instructional teams who assist teachers in all components of the instructional process. *Under the direction of teachers*, paraprofessionals instruct individual and small groups of students in classroom and community settings, carry out behavior management plans, document and share information about student performance and behaviors, and assist with maintaining supportive, safe, healthy learning environments. These roles and responsibilities are similar to those reported by other investigators (Pickett & Gerlach, 1997; Mueller, 1997; Snodgrass, 1991).

The Federal mandates contained in the Individuals with Disabilities Education Act (IDEA) requiring school systems to provide individualized education programs (IEPs)

and related services to children and youth with disabilities in the least restrictive environment, brought about a surge in the employment of paraprofessionals in the 1980's. Indeed, the 1997 re-authorization of IDEA recognizes the increased reliance on paraprofessionals. Under the provisions of IDEA, state departments of education are now required to develop and implement standards to ensure that paraprofessionals working in special education and related services are appropriately trained and supervised.

For the most part, the New York State Education Department (NYSED), the New York City/Board of Education (NYC/BOE), the United Federation of Teachers (UFT) and The City University of New York have not yet joined forces to initiate efforts to systematically address these and other issues that influence the performance of teacher and paraprofessional teams.

In order to provide the NYSED, the BOE, the UFT, and CUNY with information they can use to cooperatively address these issues, the Paraprofessional Academy conducted survey and focus group research with paraprofessionals and teachers. The goals of the research were to:

- Gather and assess data on the similarities and differences in the skills and knowledge needed by paraprofessionals working in both district and BOE administered programs (early childhood, elementary and secondary general, special, and bilingual education, Title I and other compensatory programs).

- Gather and assess data on current CUNY, BOE, UFT, and NYSED policies and systems designed to; a) improve the on-the-job performance of paraprofessionals, and b) provide opportunities for professional growth and career advancement for paraprofessionals.

- Gather and assess information on the skills and knowledge required by teachers to supervise and work effectively with paraprofessionals.

Three distinct surveys were developed and sent to paraprofessionals and teachers. The first survey dealt with the roles and responsibilities of paraprofessionals as members of the instructional team. The second survey sought to identify how paraprofessionals perceive their training and education needs and the barriers to or support for achieving their personal career goals. The third survey asked teachers about the skills and knowledge required to supervise and to work more effectively with paraprofessionals. The following section of the report contains a summary of the data, interpretations, and recommendations which will provide CUNY policy makers and curricula developers, the NYSED, BOE personnel, and UFT with information they can build on to develop policies, systems, and course content.

SURVEY RESULTS

Several important issues emerged from the research. Survey results with regard to the preparation and utilization of paraprofessionals indicated the need to address two separate, yet related sets of issues. They are the need to: 1) improve the ability of paraprofessionals to effectively contribute to the work of program implementation teams, and 2) increase and enhance opportunities for career development/advancement for paraprofessionals.

As noted earlier, paraprofessionals continue to perform routine clerical and monitoring tasks . Responses of both teachers and paraprofessionals to the survey, however, indicate that paraprofessionals are spending more of their time in providing direct instruction and support services to children and youth and, in some situations, their parents. *Under the direction of teachers and related services professionals,* paraprofessionals provide one-on-one instruction to individual and small groups of learners who can benefit from personalized programs, observe and document student behavior, implement behavior management plans, translate materials and information for English language learners and their parents, assist children and youth who are medically fragile, and more.

Moreover, responses to open-ended survey questions revealed growing concerns among teachers and paraprofessionals of the need to clarify distinctions in their evolving roles and responsibilities. In addition, both teachers and paraprofessionals expressed a need for time for team members to meet and share information about student needs and goals, instructional strategies, and materials used to implement plans.

Despite changes in their roles, the vast majority of paraprofessionals responding to the surveys received no pre-service training to prepare them for their assigned positions nor were they provided with formal inservice training when they moved into a different title or were transferred into another program. During focus group discussions, paraprofessionals reported feeling "thrown into" their jobs highly unprepared; and, although they do learn many skills on the job, they still stressed the need for pre-service training, on-going inservice training, and other professional development opportunities.

Paraprofessionals participating in the surveys and focus groups differ from one another in terms of their career goals. Some prefer to remain in the paraprofessional workforce and want training that will enable them to work more effectively with children/youth. Others want to teach and need to earn NYS certification and NYC licensure. Still others express an interest in other fields such as social work, counseling, or business. These varied career goals require different levels of education and corresponding credentailling/licensure.

Developing various approaches to meet these diverse needs is not an easy task. At the present time, the primary training/educational resources available to the paraprofessional workforce are administered by the NYC Board of Education. The Career Training Program (CTP) for paraprofessionals is part of a contractual agreement between the NYC/BOE and the UFT. This benefit enables interested paraprofessionals to take up to six credits per semester (for a maximum of 18 per calendar year) free of charge. Paraprofessionals can choose from among the 17 CUNY senior and community colleges and 5 private colleges in the New York City area. Paraprofessionals are eligible for salary increases and accompanying changes in title if they take advantage of this benefit.

In any given semester, approximately 25% of all paraprofessionals choose to take courses for college credit. An additional 250 paraprofessionals participate in the Paraprofessional Development Continuing Education Program which was implemented in 1995 and is now a component of the CTP.

Currently, the New York State Education Department requires that all paraprofessionals earn a minimum of six college credits within their first year on the job. Once that requirement has been met, many paraprofessionals opt not to pursue college study; however, they do welcome training opportunities which provide them with the skills they require to more effectively perform their jobs. Because the Paraprofessional Development Continuing Education Program acknowledges that not every paraprofessional wants to obtain a college degree and/or teacher certification, it has attracted individuals who chose not to continue in the CTP. Over the last four years, the Continuing Education Program has enhanced the ability of over 1,800 paraprofessionals to more effectively support teachers in classrooms. Two courses (CE I and CE II) are offered at the following CUNY campuses: Lehman College (Bronx), York College (Queens), Medgar Evers College (Brooklyn), The City College (Manhattan), and The College of Staten Island. Students receive three continuing education units as well as a certificate of completion for each course. The Board of Education allows paraprofessionals to apply these continuing education units towards potential salary increases. Newly hired paraprofessionals who enter the ranks with a G.E.D., a high school diploma, or an Individualized Education Plan (I.E.P) diploma, may take the two continuing education courses to meet the NYS six-credit requirement. The continuing education units cannot be applied towards a college degree. Both courses have a counseling component built into the curriculum whereby paraprofessionals have access to individual and group academic planning/career counseling. (See Appendix at the end of this report for an outline of the topics and objectives of the two Continuing Education courses.)

The Teacher Survey provided important information with regard to the emerging roles of teachers as "frontline managers" with the responsibility for designing, implementing, and

evaluating programs to meet the needs of learners with different ability levels, learning styles, and interests. In addition, teachers acknowledged their new roles in planning for and directing paraprofessionals to support their classroom management responsibilities. Perhaps one of the most significant findings of the Teacher Survey was the need expressed by the respondents for training to enable them to improve the integration of paraprofessionals into the instructional process, to increase team performance, and to strengthen their team building capacities. The majority of the teachers reported that they did not receive training at either the undergraduate or graduate level preparing them for these new roles.

In addition, teachers supported the results of the paraprofessional surveys in two important aspects. First, they confirm that paraprofessionals do have more challenging and complex responsibilities in the delivery of education and other services to children, youth, and their parents. Second, while teachers acknowledge the valuable contributions paraprofessionals make they did express concerns regarding the lack of appropriate training for paraprofessionals. Teachers want paraprofessionals to be knowledgeable about distinctions in teacher and paraprofessional roles, possess an understanding of human development, be able to communicate effectively, manage conflict, and have the skills to effectively provide one-on-one and small group instruction when necessary.

RECOMMENDATIONS

Analysis of the survey and focus group results were used to develop a series of recommendations concerned with developing policies and systems that will improve the productivity of teacher and paraprofessional teams and enhance their preparation. To effectively address the following recommendations, CUNY teacher preparation programs, community colleges, the NYC/Board of Education, the United Federation of Teachers, and the NYS Education Department must intensify efforts and work in concert to:

- More clearly define distinctions and similarities in the roles and responsibilities of paraprofessionals and teachers and provide them with a range of professional development opportunities to prepare them for their roles.

- Develop competency-based pre-service and inservice training for paraprofessionals to inform them of their roles/responsibilities and to better prepare them for working with children/youth, teachers, other school personnel and parents.

- Develop and infuse content into courses to prepare teachers to supervise and work more effectively with paraprofessionals as members of the instructional team.

- Develop different approaches for training that acknowledge that not every paraprofessional wishes to obtain a college degree or to become a teacher.

- Improve articulation agreements between CUNY community colleges and senior colleges to facilitate transfers and encourage early matriculation for paraprofessionals interested in earning college degrees.

- Develop methods to accelerate the ability of interested paraprofessionals to earn a B.A./B.S. in Education. This could include allowing those who are on the verge of completing a degree to take a leave of absence during their last year of study. Other strategies that should be considered are: 1) permitting paraprofessionals who are interested in teaching to take more than the six credits per semester; 2) offering more required undergraduate coursework after school hours and/or during the weekend; and 3) increasing the availability of systematic and academic planning/career counseling for paraprofessionals.

The next four sections describe in greater depth the methodology, the samples, and the results of the three surveys.

The references that follow, include citations used throughout the report.

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METHODOLOGY: SURVEY DESIGN AND SAMPLE DESCRIPTION

SAMPLE FRAMES

The overall design of the surveys included random samples of paraprofessionals and teachers and the use of focus groups to discuss in greater depth the issues identified from the survey results. Two paraprofessional questionnaires and one teacher questionnaire were developed and fielded:

1. Paraprofessional Roles and Responsibilities
2. Paraprofessional Education, Professional Development, and Training Needs
3. Teacher Roles in Supervising Paraprofessionals and Professional Development Needs

INSTRUMENT VALIDATION

Initial drafts of all three questionnaires were reviewed and critiqued by paraprofessionals, teachers and members of the Paraprofessional Academy Advisory Committee. Each of the three questionnaires was then revised based on the feedback from the different audiences. The responsibility for the format of the final questionnaires was that of the Paraprofessional Academy.

STANDARD ERRORS OF MEASUREMENT

Standard errors of measurement vary by sample size. For each of the paraprofessional questionnaires the margin of error is +/- 6 percentage points. For the combined paraprofessional questionnaires, the margin of error is +/- 4 percentage points. (e.g. demographics, placement, education, and career interests). For the teacher questionnaire, the margin of error is +/- 6 percentage points.

PARAPROFESSIONAL QUESTIONNAIRES

The Roles and Responsibilities questionnaire sought information on instructional and other tasks assigned to paraprofessionals in various settings: general, special, Bilingual/ESL, and Title I education. Both paraprofessional questionnaires contained a common set of items related to respondent demographics, placement, education and career interests. Open-ended questions allowed respondents to voice opinions about policies and practices. The Paraprofessional Education, Professional Development, and Training Needs questionnaire dealt with obstacles to and support for earning a degree and/or access to effective ongoing inservice professional development opportunities.

The source for identifying home addresses was the NYC/BOE database for paraprofessionals taking college (CTP) courses and Continuing Education courses in 1996 and 1997 (8,726 combined records). Mailings were random samples for each of the two paraprofessional questionnaires.

TEACHER QUESTIONNAIRE

The teacher questionnaire was distributed in two settings - teachers in general education schools and teachers in primarily special education schools. Random school samples were selected from master lists of New York City general and District 75 special education schools published by the NYC/BOE. To insure that the questionnaire reached teachers who work with paraprofessionals, it was necessary to rely on the principal of each school to select and ask teachers who work with paraprofessionals to complete the questionnaire. Teachers were asked to complete the questionnaire in private and to assume responsibility for returning the questionnaire to the Paraprofessional Academy. Two hundred and forty one questionnaires were available for the study. The mailing of the teacher surveys was completed in February 1998. Included in each mailing packet were the following:

- Three sets of the Teacher Supervisory Roles Questionnaires with a cover letter for teachers in *general education settings*, sent to the principal of the school.

- Two sets of the Teacher Supervisory Roles Questionnaires with a cover letter for teachers in *District 75 schools*, sent to the principal of the school.

In all of the mailings, the cover letter described the purpose of the survey and provided a phone number for questions. A stamped, return addressed envelope with a code to identify the school (not the teacher) completing the questionnaire was enclosed.

PARAPROFESSIONAL SURVEY MAILINGS

The mailing of the two paraprofessional surveys was completed in February 1998. Included in each paraprofessional mailing packet were the following:

- One survey with a cover letter for paraprofessionals selected to receive the Roles and Responsibilities questionnaire, sent to the paraprofessionals' home address.

- One survey with a cover letter for paraprofessionals selected to receive the Paraprofessional Education, Professional Development, and Training Needs questionnaire, sent to the paraprofessionals' home address.

In each of the mailings, a cover letter describing the purpose of the survey and a telephone number to call with questions was provided. A stamped, return addressed envelope each with a code to identify the respondent completing the questionnaire was also enclosed.

PARAPROFESSIONAL SURVEY RETURNS

By the survey closing date, completed questionnaires by paraprofessionals had been received as follows:

Paraprofessional Roles and Responsibilities: 250 questionnaires

Paraprofessional Education, Professional Development, and Training Needs: 245 questionnaires

In total, **495** paraprofessionals returned questionnaires. Most likely, the returned surveys reflect almost as many different schools.

All CUNY community colleges and senior colleges attended by paraprofessionals participating in the Career Training Program are represented in the sample. The sample varied by less than 1 percent to 3.2 percent from the base population.

PARAPROFESSIONAL RESPONSE RATES

Return rates for the paraprofessional sample was 27 percent for the Roles and Responsibilities questionnaire and 26 percent for the Paraprofessional Education, Professional Development, and Training Needs questionnaire. The combined 495 questionnaires probably, not certainly, reflect forty-five percent of schools where paraprofessionals work.

REPRESENTATION

Comparisons with the paraprofessional database were made with respect to gender, residential borough, and colleges attended by paraprofessionals. The data indicate that the returned sample data closely paralleled the database from which the sample was drawn. Proportions of males and females differ by less than 1 percent. All boroughs are represented in the sample, as well as, Westchester County and Long Island.

TEACHER QUESTIONNAIRE RETURNS

By the survey closing date, completed questionnaires had been received as follows:

Total teacher questionnaires: 241

Teacher questionnaire, general schools: 106 schools / 184 teachers.

Teacher questionnaire, District 75 schools: 35 schools / 57 teachers.

Two hundred forty-one teacher questionnaires were received from 141 schools.

TEACHER RESPONSE RATES

For teachers in general public schools, 184 out of a possible 996 teachers responded, indicating a return rate of 18.5 percent. Of teachers in District 75, 57 out of a possible 114 teachers responded, indicating a return rate of 50 percent. The combined teacher response rate was 22 percent. One hundred and six schools of the 333 general education schools that were selected responded, indicating a thirty-two percent school response, and for District 75 schools, 35 of 57 schools responded, indicating a 61 percent return. The combined school response rate was 36 percent.

DESCRIPTION OF TEACHER RESPONDENTS

The sample of teachers included two differently deployed groups of teachers. The first group of teachers is in general public schools (N = 187) and the second group works exclusively in city-wide District 75 schools serving children and youth who have disabilities or are medically fragile (N = 57). These two groups provide a broad picture of teachers and paraprofessionals working in teams. Programs in District 75 schools almost always involve teachers, paraprofessionals, therapists and other support staff working as teams. Neighborhood elementary, middle, junior and senior high schools also provide special education services as well as Title I, remedial, bilingual / ESL, and early childhood programs. Special Education programs are individualized and instruction may be combined with therapeutic services. Bilingual and/or ESL instruction occurs in both general and special settings.

DESCRIPTION OF PARAPROFESSIONAL RESPONDENTS

This section of the report describes the paraprofessional random sample in terms of:

- Gender
- Age
- Ethnicity
- Age at entry into a paraprofessional position

- ❖ Marital/family status
- ❖ Employment status of spouse
- ❖ Type of employment of spouse
- ❖ Children in paraprofessional families
- ❖ Paraprofessional years of service
- ❖ Paraprofessional experience in current positions
- ❖ Paraprofessional assignments by grade / school level
- ❖ Paraprofessional titles
- ❖ Paraprofessional educational status
- ❖ Paraprofessionals earning college credits
- ❖ Paraprofessional career interests
- ❖ Program position in program implementation teams
- ❖ Paraprofessional placement in Special Education
- ❖ Paraprofessional placement in ESL/Bilingual Programs
- ❖ Paraprofessional placement in Title I, compensatory and other remedial programs
- ❖ Paraprofessionals as Integral Members of Program Implementation Teams

The following attributes and their implications for understanding the paraprofessional workforce are treated in detail. Since both paraprofessional samples were randomly drawn from the same population and both samples were given identical demographic questions, samples were combined. The number of respondents for this section of the report is **495.** The combined random samples provide a more complete description of the paraprofessional workforce.

GENDER AND AGE

Females typically outnumber males in teaching positions. This is also the case for paraprofessionals in general and in the sample. Sampling efforts to include males in the sample returns were successful. Females comprised **84** percent of the sample and males made up **16** percent of the sample. We drew this sample from a base of **8,726** paraprofessionals who elected to take college (CTP) and Continuing Education courses in 1996 and 1997. (Table 1.01)* The median age was 44 years for the total sample. Ages ranged from 20 to 71 years.

Comparing gender and age, male paraprofessionals as a group are younger than females—a median age difference of six years. The exact median age for female paraprofessionals was 45 years as compared to 39 years for males. (Table 1.02)

In addition to being younger, there are fewer males in the upper age ranges: 50s and 60s. Slightly more than one-fourth of the female paraprofessionals is between 50 and 60 years of age (27.6 percent compared to 19.8 percent of males). As a whole, one-fourth of the sample is at the age where it is less likely to aggressively pursue career advancement and higher educational degrees if one has not already done so. We refer to the maturing of the paraprofessional workforce as "aging-out." Later in the report we discuss the implications as it relates to professional development and careers as teachers in education.

ETHNICITY

African-Americans, Latinos/Latinas, and whites each comprise about 30 percent of the sample. Combined minority groups, including African-American, Latino/Latina, Asian and other language minorities comprise three times the number of whites in the sample. (Table 1.03).

AGE HIRED

About twenty percent of paraprofessionals were hired when they were young, generally in their twenties. One-third were hired in their thirties and 47 percent when they were 40 years or older. This practice has implications in terms of developing an educated paraprofessional workforce.

The median age at which paraprofessionals were employed was 40 and 37 years of age for females and males respectively. For the total sample the median age was 39 years. (Table 1.04).

** Tables are located at the end of each section*

YEAR HIRED

Another trend seems to imply the hiring of younger paraprofessionals. The mean age at the time of hiring in 1980 and 1985 was 52 and 48 years of age. From 1994 to 1996 the mean ages ranged from 41 to 43 years of age. While age at hire may be declining, it still averages in the 40 + year range and does not substantially change the issues that these differences suggest. The data in the sample, however, are not sufficient to establish these trends. (Table 1.05)

MARITAL/FAMILY STATUS

About sixty percent (59%) of the total sample is married; about twenty percent (22%) is divorced or separated and twenty percent (20%) single, never married. For females, sixty percent (60%) are married: one-fourth are divorced and 17 percent are single, never married. For males, about fifty percent are married, fifteen percent are divorced and one third are single. (Table 1.06)

EMPLOYMENT STATUS

Employment status of spouses applies to respondents who are married or living as married. About three-fourths of the married paraprofessionals have spouses that are employed. Overall, including single and divorced, the percentage of paraprofessionals with 'reliable' sources of secondary income is about half. (Table 1.07)

TYPE OF EMPLOYMENT

For working spouses, occupations were categorized into blue and white-collar jobs. Half of the jobs held by spouses were blue collar. While specific blue-collar occupations can result in earnings higher than white-collar positions, in general, this is not the case. Thus, while half the paraprofessionals are in two income families, half of these derive income from lower paying blue-collar occupations (Table 1.08)

CHILDREN

In response to the question: "How many children under 17 are still living at home?" fifty-seven percent (56.6%) of the sample report that they are still rearing children. About half have one child and half two or more children living at home and in school. About half of the children are of pre-school or elementary grade age, half are of middle school, junior high and senior high school age. The median age for all children was 11 years. (Table 1.09)

One-half of the paraprofessionals are still raising children. These data, taken together with the proportion of paraprofessionals who have working spouses/partners, suggest limited financial resources. The data also suggest that when paraprofessionals identify the increased education costs of books, fees, and transportation, as barriers to completing a degree or participating regularly in the CTP, these concerns have a basis in fact.

PARAPROFESSIONAL YEARS OF SERVICE

The median number of years of service for all paraprofessionals was 6 years. Males, in comparison to females, have fewer years of service, and are newer to the paraprofessional workforce. Differences in median years of service for females and males were 7 and 4 years respectively. (Table 1.10)

NUMBER OF YEARS IN CURRENT POSITIONS

The median number of years working in their current position was 4 years. More than half the sample would be considered "experienced" having been in their current positions for four or more years. (Table 1.11)

POSITION REASSIGNMENTS

Once paraprofessionals are assigned to a position, they tend to remain in the same position. This seems to be truer for males than for females. For females, 56 percent remained in the same

position, in which they were first placed, compared to 75 percent of males. (Paraprofessionals in their first or second year of service are not included and are shown separately). (Table 1.12)

SCHOOL/GRADE LEVEL ASSIGNMENTS

The majority of the paraprofessionals surveyed (44%) are assigned to elementary settings. The early childhood setting contains the second largest percentage of paraprofessionals (25%) (Table 1.13)

Paraprofessional deployment sometimes includes multiple grade level assignments. A paraprofessional may be assigned to Kindergarten and grade one, or work in grades 3, 4 and 5. In classifying paraprofessional assignments by grade we included multiple assignments. Most paraprofessionals in the sample work in elementary grades (grades 1 - 6); the next largest area in which paraprofessionals are deployed is early childhood education: kindergarten, and pre-kindergarten. While females are more often in the early childhood education and elementary grades, males are more likely to be assigned to middle/junior high, senior high schools and, interestingly, also in early childhood education.

PARAPROFESSIONAL TITLES & PROMOTION REQUIREMENTS

Paraprofessional titles are defined by the union contract. The contractual titles in hierarchical order from entry are: Teacher Aide, Educational Assistant, Educational Assistant A-I, Educational Assistant A-II, Educational Assistant B, Educational Associate, and Auxiliary Trainer. The latter is not used often and Educational Associate should be considered the top of the progression sequence for paraprofessionals.

Promotion from one title to another results in increases in salary. Using the October 16, 1998 salary figures, the entry salary for Teacher Aide was $14,853 and the position of Educational Associate was $19,959. The $5,106 difference divided over four steps is $1,277 per step, on average. For every 15 credits of approved college credits completed, paraprofessionals are

eligible for a salary increase. (Table 1.14 contains advancement requirements as defined by the contract.)

Forty-one percent of the sample is at the top of the progression ladder with the title of Educational Associate. Males who are newer to the workforce have an equivalent proportion the top of the progression ladder. In general, for Educational Associates, further advancement as a paraprofessional is precluded. (Table 1.15)

PARAPROFESSIONAL EDUCATIONAL STATUS & COLLEGE CREDITS EARNED

Eighty percent of the sample reported that they were currently attending either a community or senior college or were participating in the Paraprofessional Development Continuing Education Program. The minimum number of credits required to remain in a paraprofessional position if one is hired with a high school diploma/G.E.D. is six. The data indicate that 90 percent of paraprofessionals have moved beyond the minimum requirement Thirty-five percent of all paraprofessionals in the study indicate that they are working towards an Associate degree and forty-four percent are working towards a Baccalaureate degree.

On average, paraprofessionals in two-year colleges have completed 43 credits and currently take an average of 4 credits per year. Paraprofessionals in four-year colleges, on average, have completed 86 credits and currently take an average of 6 credits per year. On average, they are three fourths of the way towards earning a Baccalaureate degree. (These data are shown in Tables 1.16 and 1.17.) Additionally, six percent completed a Baccalaureate degree and three percent completed a graduate degree.

It is important to note that the research sample was drawn exclusively from paraprofessionals taking courses and and/or participating in the Paraprofessional Development Continuing Education Program between 1996 and 1998. It did not include paraprofessionals who chose not to attend college or participate in the Paraprofessional Development Continuing Education program.

PARAPROFESSIONAL CAREER INTERESTS

Eighty-four percent of the responding paraprofessionals express an interest in career advancement. Thirteen percent of the sample is not interested at this time. The latter group includes paraprofessionals raising families and some older paraprofessionals who are not interested now and who may never be interested. The data indicate that paraprofessionals have a very strong interest in an educational career as a teacher. Often paraprofessionals keep their options open and are interested in more than one education-related career. (Career interests are summarized in Table 1.18.)

Career interests are very often developed out of experiences in the settings in which paraprofessionals work. Thus, a paraprofessional working with special education students is often interested in becoming a Special Education teacher. Paraprofessionals who assist occupational therapists, physical therapists, speech-language pathologists, guidance counselors, nurses or other related services personnel, may be interested in one of these careers.

PARAPROFESSIONAL POSITIONS IN PROGRAM IMPLEMENTATION TEAMS

In most areas of instructional activity and in support services, there is paraprofessional representation. Paraprofessionals are used in multiple capacities, but the most frequent utilization, as reported by the sample, is in instruction and instructional support (89%). (Table 1.19). The primary team is the instructional team where paraprofessionals are supervised by a teacher, no matter how the team is configured - i.e., with more than one paraprofessional and /or more than one teacher. Teams that include teachers, paraprofessionals, and related services personnel are most often utilized in special education settings for individual pupils who have medical and rehabilitative needs.

PARAPROFESSIONAL PLACEMENT IN SPECIAL EDUCATION

Among the different program areas administered by either the central BOE or local school districts, paraprofessionals are most often employed in special education settings. Sixty-eight

percent of surveyed paraprofessionals provide instructional and other support for children/youth assigned to special education classrooms and settings. Of those working in special education, assignment to self-contained classrooms is most frequent (more than half of those working in special education). Placement in early childhood/ intervention and in inclusive classroom settings is equivalent at 19 percent and 15 percent, respectively (Table 1.20).

Paraprofessionals provide instructional and other direct services to children and youth that have learning, developmental, physical, sensory, and emotional disabilities. Paraprofessionals deployed in this area are most often assigned to settings for pupils with developmental, learning and/or emotional / behavioral disabilities. (Table 1.21 describes the student groups that are served by paraprofessionals in special education.)

PARAPROFESSIONAL PLACEMENT IN ESL/BILINGUAL PROGRAMS

While paraprofessionals work in all program areas, a substantial number are assigned to bilingual/ESL programs. More than one-third (37 percent) of the sample was involved in ESL and bilingual education. (Table 1.22). They are almost equally assigned to bilingual or ESL programs, 49 and 40 percent, respectively. It is important to note that in many cases, paraprofessionals bring to the workplace fluency in foreign languages that the current teaching force does not have. Of those paraprofessionals working with children needing to learn English, 28 percent report being able to speak a foreign language well enough to provide instruction. Some speak multiple languages.

The array of spoken languages includes Chinese, Indian, and various European languages. By far, the most predominant are Spanish (47 percent of those speaking a foreign language) and Creole (8 percent). (The range of languages spoken is shown in Table 1.23B)

PARAPROFESSIONAL PLACEMENT IN TITLE I, COMPENSATORY AND REMEDIAL SERVICES

The third instructional area in which paraprofessionals are extensively involved is in Title I and compensatory and remedial education programs. Within Title I, paraprofessionals report being assigned to providing **both** one-to-one (19%) and small group instruction (23%). (Table 1.24)

STAFFING CONFIGURATIONS

Analysis of the three surveys (one teacher and two paraprofessional) indicates that the staffing arrangement of one paraprofessional assigned to one classroom teacher is no longer the norm. Forty-three percent work in this staffing configuration compared to 57 percent in all other staffing arrangements. Across grades and across programs many paraprofessionals are now integral members of program implementation teams. Exploratory factor analysis identified five staff configurations now in effect in NYC schools.

1. One teacher working with 1 paraprofessional - historically, the oldest staffing arrangement
2. One teacher working with 2 paraprofessionals in the class
3. One teacher working with multiple paraprofessionals.
4. Several teachers working with 2 or more paraprofessionals
5. Teacher, paraprofessional and therapeutic professional teams such as, speech – language, physical, occupational, or medical personnel. (Table 1.25)

List of Tables in Section 1:

Table 1.01: Gender

Table 1.02: Age

Table 1.03: Ethnicity

Table 1.04: Age hired as a paraprofessional

Table 1.05: Year hired as a paraprofessional

Table 1.06: Marital status

Table 1.07: Employment status of spouses / partners

Table 1.08: Type of employment of spouses / partners

Table 1.09: Children 17 and younger living at home

Table 1.10: Years of service as a paraprofessional

Table 1.11: Years working in current position

Table 1.12: Position reassignments

Table 1.13: School / Grade level assignments

Table 1.14: Promotion Requirements

Table 1.15: Official Paraprofessional Title

Table 1.16: Educational status

Table 1.17: College credits earned

Table 1.18: Career advancement interests

Table 1.19: Primary paraprofessional job

Table 1.20: Special Education settings

Table 1.21: Special Education population groups

Table 1.22: Services to students needing to learn English

Table 1.23A: Fluency in foreign languages

Table 1.23B: Languages spoken

Table 1.24: Participation in Title I

Table 1.25: Staffing configurations

Table 1.01

GENDER	NUMBER	PERCENT
Female	414	83.6
Male	81	16.4
Total	495	100.0%

Table 1.02

AGE	TOTAL RESPONDENTS	TOTAL PERCENT	NUMBER FEMALE	PERCENT FEMALE	NUMBER MALE	PERCENT MALE
20's (20-29)	52	10.9	38	9.5	14	18.4
30's (30-39)	112	23.4	87	21.6	25	32.9
40's (40-49)	188	39.3	166	41.3	22	28.9
50's (50-59)	111	23.2	101	25.1	10	13.2
60's (60-71)	15	3.1	10	2.5	5	6.6
Missing	17	--	12	--	5	--
Total	495	478 (100%)	414	402 (100%)	81	76 (100%)
Median:	44 years		45 years		39 years	

Table 1.03

ETHNICITY	NUMBER	NUMBER PERCENT	PERCENT ANSWER
African American	121	24.4	27.4
Latinos / Latinas	137	27.7	31.1
Asian, including India, Pakistan	32	6.5	7.3
Native American	5	1.0	1.0
White –Caucasian	138	27.9	31.2
Eastern European	4	.8	1.0
Western European	4	.8	1.0
Declined to provide ethnicity	54	10.9	--
Total	495	100.0%	441 (100.0%)

Table 1.04

AGE HIREDAS A PARAPROFESSIONAL	ALL RESPONDENTS	ALL PERCENT	FEMALE	FEMALE PERCENT	MALE	MALE PERCENT
Upper Teens	4	0.8	3	0.8	1	1.3
20's	76	16.0	61	15.3	15	19.7
30's	170	35.9	140	35.2	30	39.5
40's	171	36.1	152	38.2	19	25.0
50's	48	10.1	40	10.1	8	10.5
60's	5	1.1	2	0.5	3	3.9
Missing	21	--	16	--	5	--
Total	495	474 (100%)	414	398 (100%)	81	76 (100%)
Median:	**39 years**		**40 years**		**37 years**	

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Table 1.05

YEAR HIRED AS A PARAPROFESSIONAL	MEAN AGE	N
1980 & before	52.3	19
1985	47.7	56
1994	41.3	160
1995	42.6	176
1996	41.1	63

Table 1.06

MARITAL STATUS	ALL RESPONDENTS	ALL PERCENT	FEMALE	FEMALE PERCENT	MALE	MALE PERCENT
Married	290	58.6	249	60.1	41	50.6
Divorced, separated	107	21.6	95	22.9	12	14.8
Single, never married	98	19.8	70	16.9	28	34.6
Total	495	100.0%	414 (83.6%)	100.0%	81 (16.4%)	100.0%

Table 1.07

IS YOUR SPOUSE CURRENTLY EMPLOYED? (MARRIED ONLY)	NUMBER	NUMBER PERCENT	FEMALE	FEMALE PERCENT	MALE	MALE PERCENT
Yes	114	78.6	98	79.0	16	76.2
No	13	9.0	9	7.3	4	19.0
Disabled	1	0.7	1	0.8		
Retired	6	4.1	6	4.8		
No answer	11	7.6	10	8.1	1	4.8
Totals	145 (100.0)	100.0%	124 (85.6%)	100.0%	21 (14.4%)	100.0%

Table 1.08

TYPE OF OCCUPATION (EMPLOYED ONLY)	NUMBER	NUMBER PERCENT	FEMALE	FEMALE PERCENT	MALE	MALE PERCENT
Blue collar	59	51.8	50	51.0	9	56.3
White collar	42	36.8	39	39.8	3	18.8
Disabled	1	0.9	1	1.0		
Retired	6	5.3	6	6.1		
No answer	6	5.3	2	2.0	4	25.0
Totals	114 (100.0%)	100.1	98 (86.0%)	99.9%	16 (14.0%)	100.1

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Table 1.09

CHILDREN AT HOME 17 YEARS OR YOUNGER	NUMBER	NUMBER PERCENT
No children at home	210	42.4
Children 17 or younger	280	56.6
No information	5	1.0
Of those with children (N = 280)		
1 child	130	46.6
2 – 9 children	150	53.4
Grade / Age (N = 280)		
Preschool (newborn – age 5)	48	18.7
Elementary (ages 6 –11)	88	34.2
Middle / JHS (ages 12-13)	42	16.3
High School (ages 14-17)	79	30.7
No information	23	--

Table 1.10

YEARS OF SERVICE WORKING AS A PARAPROFESSIONAL	NUMBER	NUMBER PERCENT	FEMALE	FEMALE PERCENT	MALE	MALE PERCENT
01-02 Years		12.8	48	11.7	15	18.5
03-05 years	163	33.2	120	29.3	43	53.1
06-10 years	184	37.5	165	40.2	19	23.5
11-15 years	60	12.2	56	13.7	4	4.9
16-20 years	12	2.4	12	2.9		
21-25 years	4	0.8	4	1.0		
26-30 years	5	1.0	5	1.2		
No information	4	--	4	--		
Total	495	491 (100.0%)	414	410 (100.0%)	81	81 (100.0%)
Median	**6 years**		**7 years**		**4 years**	

Table 1.11

YEARS WORKING IN CURRENT POSITION	NUMBER	PERCENT NUMBER	FEMALE	FEMALE PERCENT	MALE	MALE PERCENT
01 - 02 years	141	29.1	122	30.3	19	23.5
03 - 05 years	163	33.7	122	30.3	41	50.6
06 - 10 years	132	27.3	115	28.5	17	21.0
11 - 15 years	38	7.9	34	8.4	4	4.9
16 - 20 years	7	1.4	7	1.7		
21 – 25 years	2	0.4	2	0.5		
26 - 30 years	1	0.2	1	0.2		
No answer	11	- -	11	- -		
Total	495	484 (100%)	414	403 (100.0%)	81	81 (100.0%)
Median	**4 years**			**5 years**		**4 years**

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Table 1.12

POSITION REASSIGNMENTS	NUMBER	NUMBER PERCENT	FEMALE	FEMALE PERCENT	MALE	MALE PERCENT
Recent paraprofessional	63	13.1	48	12.0	15	18.5
Same as when hired	283	58.8	222	55.5	61	75.3
Other assignments	135	28.1	130	32.5	5	6.2
Incomplete information	14	–	14	–		
Totals	495	481 (100.0%)	414	400 (100.0%)	81	81 (100.0%)

Table 1.13

SCHOOL/ GRADE LEVEL ASSIGNMENTS	NUMBER	NUMBER PERCENT	FEMALE	FEMALE PERCENT	MALE	MALE PERCENT
Early Childhood, K, Pre-K, Infants	130	25.3	119	25.3	11	26.2
Elementary:(Grades 1-6)	224	43.7	222	47.1	2	4.8
Middle School and / or Junior High School (6-9)	87	17.0	73	15.5	14	33.3
High School (9-12)	65	12.7	50	10.6	15	35.7
Other: hospital, external agency, educational settings	7	1.4	7	1.5	0	0.0
Multiple assignments allowed	513		471		42	

Table 1.14

PROMOTION REQUIREMENTS			
From	To	Requirement	Salary as of Oct. 16, 1998
Teacher Aide	Educational Assistant	1 year experience plus 6 semester hours of approved college courses	$14,853 to $16,359
Educational Assistant	Educational Assistant A-I	15 semester hours of approved college courses	$16359 to $16,587
Educational Assistant A-I	Educational Assistant A-II	30 semester hours of approved college courses	$16,587 to $16,813
Educational Assistant A-I or Educational Assistant A-II	Educational Assistant B	45 semester hours of approved college courses	$16,813 to $17,453
Educational Assistant A-I or Educational Assistant A-II or Educational Assistant B	Educational Associate	60 semester hours of approved college courses plus two years of service	$17,453 to $ 19,959
Educational Associate	Auxiliary Trainer	90 semester hours of approved college courses	$19,959 to $21,050

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Table 1.15

OFFICIAL PARAPROFESSIONAL TITLE	NUMBER	NUMBER PERCENT	FEMALE	FEMALE PERCENT	MALE	MALE PERCENT
Teacher Aide	23	4.7	16	3.9	7	8.6
Educational Assistant	57	11.7	45	11.1	12	14.8
Educational Assistant A-I	53	10.9	45	11.1	8	9.9
Educational Assistant A-II	66	13.6	59	14.5	7	8.6
Educational Assistant B	57	11.7	48	11.8	9	11.1
Educational Associate	201	41.3	167	41.1	34	42.0
Bilingual Professional Assistant *	12	2.5	9	2.2	3	3.7
Family Paraprofessional	6	1.2	5	1.2	1	1.2
Auxiliary Trainer	5	1.0	5	1.2		
Not sure	7	1.4	7	1.7		
No answer	8	- -	8	- -		
Total	495 (100.0%)	100.0	414 (83.8%)	100.0	81 (16.2%)	100.0

Table 1.16

EDUCATIONAL STATUS	NUMBER	NUMBER PERCENT
High school or the equivalent, GED	24	4.8
Vocational, technical, business or trade	16	3.2
Post secondary school, college classes - Non matriculated	62	12.5
Working toward an Associate Degree	172	34.7
AA credits	158	31.9
AA taking courses	70	14.1
Associate Degree completed	45	9.1
Working toward Bachelor s Degree	218	44.0
BA credits	187	37.8
BA taking courses	117	23.6
Bachelor s Degree completed	31	6.3
Working toward a graduate degree	27	5.5
Graduate degree completed	16	3.2

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Table 1.17

COLLEGE CREDITS EARNED	NUMBER	PERCENT	AA CREDITS	AA PERCENT	BA CREDITS	BA PERCENT
6 credits	7	2.1	6	4.2	1	0.5
7 to less then 15	14	4.3	10	7.0	4	2.2
15-29 credits	31	9.5	27	18.9	4	2.2
30-44 credits	40	12.2	30	21.0	10	5.4
45-59 credits	39	11.9	29	20.3	10	5.4
60-89 credits	95	29.0	36	25.2	59	31.9
90 credits and more	102	31.1	5	3.5	97	52.4
No answer	62	--	29	--	33	--
Total	388	328 (100.0%)	172	143 (100.0%)	218	185 (100.0%)

Table 1.18

CAREER ADVANCEMENT INTERESTS	NUMBER	NUMBER PERCENT
Yes	414	84.3
Yes, not now	62	12.6
No	15	3.1
No answer	4	- -
Of 'Yes' and 'Yes, not now' (N = 476)		
Special education teacher		40.3
General education teacher		33.8
Guidance Counselor - Career counselor		23.5
Educational Specialist		17.6
Occupational-physical-speech-language		13.2
Educational consultant		7.8
Administration - supervision		7.4
Own a business providing educational services		6.7
Teacher in high school		6.3

Table 1.19

PRIMARY PARAPROFESSIONAL JOB	NUMBER	NUMBER PERCENT
Instruction / teaching / instructional support	442	89.3
Transition Programs	57	11.5
Lunchroom, play ground, Physical Education	101	20.4
Audio /Visual multimedia	21	04.2
Clerical	57	11.5
Total paraprofessionals responding (N=495)		'Percentages exceed 100.0 % because of multiple responsibilities

Table 1.20

SPECIAL EDUCATION SETTINGS	NUMBER PERCENT	SPECIAL EDUCATION PERCENT
Non Special Education (N = 159)	32.1	
Special Education (N = 336)	67.9	
Special Education Settings (N = 336)		
Special education in self contained classes	37.4	55.1
Preschool - Early Intervention	12.5	18.5
Special education in inclusive settings	10.1	14.9
Transition services	2.4	3.6
Alternative school / support service	2.0	3.0
Unspecified	1.8	2.7
Resource Room	1.6	2.4
Total Sample	495 (100.0)	336 (100.0)

Table 1.21

SPECIAL EDUCATION POPULATION GROUPS	NUMBER	NUMBER PERCENT	SPECIAL EDUCATION PERCENT
Non Special Education	159	32.1	
Special Education	336	67.9	
Special Education student groups serviced			**Percent of 336**
Developmental Disabilities/Mental Retardation	116	23.4	34.5
Mild to Moderate impairment	72	14.5	21.4
Moderate to Severe impairment	53	10.7	15.8
Pupils with emotionally - behavioral disabilities	195	39.4	58.0
Pupils with learning disabilities	183	37.0	54.5
Pupils with speech – language impairments	131	26.5	39.0
Pupils with physical disabilities	79	16.0	23.5
Pupils with hearing - sensory motor impairments	48	9.7	14.3
Pupils with visual impairments	43	8.7	12.8
Resources for Special Education pupils	9	1.8	2.7
Other – unspecified	17	3.4	5.0
Multiple counts allowed	495	495 (100.0%)	339 (100.0%)

Table 1.22

SERVICES TO STUDENTS NEEDING TO LEARN ENGLISH	TOTAL PERCENT	SERVICES PERCENT
Total Sample (N = 495)	100.0%	
English Instruction – Provider (N = 184)	37.2	
		Percent of English Instruction Provider (N = 184)
Bilingual Education (N = 90)	18.2	48.9
ESL instructional program (N = 74)	14.9	40.2
Other (N = 20)	4.0	10.9

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Table 1.23A

FLUENCY IN FOREIGN LANGUAGE(S)	NUMBER	NUMBER PERCENT
No foreign language	355	71.7 .
Speak a foreign language	140	28.3
Report 30 different foreign languages		

Table 1.23B

LANGUAGES SPOKEN	REPORT	%	LANGUAGES SPOKEN	REPORT	%	LANGUAGES SPOKEN	REPORT	%
African	5	2.7	Pushtu	1	0.5	Mandarin	4	2.1
Arabic	2	1.1	Sandhi	1	0.5	Punjabi	4	2.1
Dari	1	0.5	Tai-Shan	1	0.5	Chinese	5	2.7
Filipino	1	0.5	Bengali	2	1.1	Hindi	5	2.7
German	1	0.5	Gaelic	2	1.1	Patois	6	3.2
Greek	1	0.5	Norwegian	2	1.1	Cantonese	8	4.3
Gujarati	1	0.5	Portuguese	2	1.1	Italian	8	4.3
Hungarian	1	0.5	Yiddish	2	1.1	French	11	5.9
Korean	1	0.5	Hebrew	3	1.6	Creole – French / Spanish	15	8.0
Persian	1	0.5	Urdu	3	1.6	Spanish	88	46.8

Table 1.24

PARTICIPATION IN TITLE I	NUMBER	NUMBER PERCENT	TITLE I PERCENT
Non - Title I	189	39.1	
Title I or other compensatory / remedial programs	294	60.9	
No answer	12	- -	
Total Sample	495		
Of those in Title I (N = 294)			
One-to-one instruction	57	11.8	19.4
Small group instruction	67	13.9	22.8
Both one-to-one and small group	170	35.2	57.8
Sub total			294 (100.0%)

Table 1.25

STAFFING (TEAM) CONFIGURATIONS	NUMBER	NUMBER PERCENT	PERCENT OTHER STAFFING
1. 1 Teacher, 1 paraprofessional	192	42.7	
Working in other types of teams	258	57.3	
2. 1 teacher, 2 paraprofessionals	116	25.8	45.0
3. 1 teacher, multiple paraprofessionals	25	5.6	9.7
4. Multiple teachers, multiple paraprof.	57	12.7	22.1
5. Related Services – teacher,therapists	84	18.7	32.6
No Information	45	- -	- -
Total	495	450 (100.0%)	258 (100.0%)

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PARAPROFESSIONAL ROLES AND RESPONSIBILITIES: SURVEY RESULTS

This section is divided into two parts. Part 1 examines paraprofessional roles in New York City's schools. Comparisons of the similarities and differences in paraprofessional roles in various programs and settings are presented. The contexts are grade levels and programs (early childhood education, elementary, middle/junior and senior high school; and general and special education, ESL and bilingual programs, Title I and other remedial programs). Part 2 deals with paraprofessional competencies. What are the core competencies that all paraprofessionals require? What additional skills do paraprofessionals require in different program areas? What skills do paraprofessionals have?

PART I: PARAPROFESSIONAL ROLES AND RESPONSIBILITIES

Roles and responsibilities refer to the tasks and activities paraprofessionals are expected to perform. Potential roles and responsibilities were drawn from a review of the literature. (Pickett, 1997; Mueller, 1997; & Snodgrass, 1991). The question format was: "The following list describes roles and responsibilities that paraprofessionals may have, some may apply to you, some may not. Check only those that are your current responsibility." A list of tasks followed. Exploratory factor analysis was used to test for common clusters of tasks that paraprofessionals 'universally' perform. Five factors, accounting for 40.5 percent of the variance were identified. The five factors that emerged are:

Factor 1: "Instructional Support" - The survey data indicate substantial paraprofessional involvement in instruction. In addition to individual and small group instruction paraprofessionals report selecting appropriate reading materials, assisting with the development of lesson plans, and assisting students with independent studies and modifying lessons developed by teachers to meet the needs of students.

Factor 2: "Assisting in Classroom Management"- Paraprofessionals appear to relieve teachers of instructional support activities. This includes record keeping, gathering data about student performance, administering formal and informal tests. Additionally, some paraprofessionals report representing the classroom and work of students to parents.

Factor 3: "Supporting Children and Youth Who Are Medically Fragile" In classrooms serving children and youth who have physical and sensory disabilities and those who require health care services, paraprofessionals report significant involvement in providing services specified in individual education plans (IEPs). Under supervision of nurses and licensed therapists, paraprofessionals administer medications, assist with nutritional feeding and other medical procedures.

Factor 4: "Assisting program implementation teams to achieve Individualized Education Plan goals". Under the supervision of the teacher, paraprofessionals assist in meeting the goals and objectives of children and youth having learning, physical, sensory, and other disabilities.

Factor 5: "Instructing and communicating with non-English speaking children, youth and parents (caregivers)" Paraprofessionals report that they translate and interpret for students learning to speak English. They also provide instruction. Additionally, they are a communication link to parents who do not speak English. (Table 2.01 summarizes these data.)

The above clusters represent tasks that paraprofessionals perform in different learning environments. Assignments by grade level, program and staffing arrangements affect how, where and under what conditions these duties are carried out. For example, overall 76 percent of paraprofessionals provide small group instruction. In Pre-K and Kindergarten, 95 percent of paraprofessionals provide small group instruction. In the elementary grades the percent providing small group instruction is 82. In Middle / Junior high school and Senior high school the rates are 73 percent and 50 percent, respectively. In earlier grades, paraprofessionals are also involved in instructional materials

development. In senior high schools, paraprofessionals report supervising and providing instruction to students in community-based learning environments.

DIFFERENCES BY PROGRAM AREAS

Comparisons among Title 1, Special Education and ESL / bilingual programs indicate some expected differences. In Special Education there is a significantly greater emphasis in modifying assignments for pupils with special needs. Classes for English language instruction have significantly higher requirements than other programs for the interpreting of non-English materials, providing instruction in a language other than English, and communicating with parents/caregivers.

DIFFERENCES BY STAFFING

The type of staffing arrangement also affects the roles of paraprofessionals. In the survey, the following five forms of staffing arrangements were identified:

1. One teacher working with 1 paraprofessional
2. One teacher working with 2 paraprofessionals in the class
3. One teacher working with multiple paraprofessionals.
4. Several teachers working with 2 or more paraprofessionals
5. Teacher, paraprofessional and therapeutic teams such as, speech–language pathologists, physical therapists, occupational therapists, or medical personnel.

Roles and responsibilities among paraprofessionals differ depending upon placement. As indicated earlier, one teacher working with one paraprofessional is no longer the norm. Table 2.02 presents differences in roles and responsibilities that are influenced by staffing arrangements. Each setting is compared to what was formerly considered to be a typical staffing pattern to indicate the changed role expectations for paraprofessionals.

PART II: PARAPROFESSIONAL COMPETENCIES

Competencies refer to the skills and knowledge required by paraprofessionals to perform assigned tasks. Some knowledge and skill competencies are general and are required by all paraprofessionals without regard to program or position level. Other knowledge and skills are more complex and are required by paraprofessionals working with children and youth having disabilities or other learning needs and who can benefit from personalized attention. For example, all paraprofessionals should understand distinctions in teacher and paraprofessional roles. All paraprofessionals must be sensitive to diversity in cultural heritage, life styles and value systems that exist among children, youth and their families. And, all paraprofessionals require communication and problem-solving skills that enable them to be effective team members.

For these analyses, the sample of paraprofessionals answering the Roles and Responsibilities questionnaire was used. Respondents were asked to assess competencies that paraprofessional should have. The question format was, "As a paraprofessional working in a program provided by New York City Public Schools, which of the following competencies do you think are important or not important and how do they apply to you?"

The data shown in Table 2.03A summarize the findings for Core Competencies. The responses are sorted from the most important to least important. Almost all paraprofessionals agree about the importance of the competencies listed such as an ability to communicate well, an ability to work as an effective member of the instructional team, and an understanding of the distinctions in the roles and responsibilities of paraprofessional and professional staff. Agreement in the responses ranges from 82 to 90 percent.

When asked whether they have the stated competencies many paraprofessionals responded that they do not have competencies in these areas. Paraprofessional identification of whether they have these core competencies ranges from a high of 72

percent to a low of 34 percent. For example, sixty four percent report that they have, "An understanding of the distinctions in roles and responsibilities of professional and paraprofessional personnel". Sixty-nine percent report that they have, "An ability to follow instructions that will enable them to work as an effective member of the instructional team". In contrast, only forty-two percent indicate that they have "A knowledge of legal and human rights of all children and their families".

The need for the competencies (shown in Table 2.03A) is recognized by most NYC paraprofessionals as among the most important skills and knowledge that require. In addition to core competencies, paraprofessionals working with children and youth who have disabilities or who have other learning needs require competencies appropriate to these programs and services. (These specific competencies are described in Table 2.03B.) Agreement among paraprofessionals about the importance of these competencies range from 87 percent to 82 percent, indicating a very high consensus about their importance. A few of these competencies are an ability to instruct students in academic subjects using lesson plans and instructional strategies developed by the teacher(s) or other professional support staff and an ability to prepare and use developmentally appropriate materials.

List of Tables in Section 2:

Table 2.01: Roles and Responsibilities

Table 2.02: Roles/Responsibilities Emphases by Staffing

Table 2.03A: Core Competencies for all Paraprofessionals

Table 2.03B: Competencies for Paraprofessionals working in Specialized Programs

Table 2.01

ROLES AND RESPONSIBILITIES (N = 250)	Percent Reporting	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5
Instructing small groups of students	75.6	✓				
Instructing individual students	74.0	✓				
Instructing - reinforcing basic skills	70.4	✓				
Maintaining safe, healthy environments	67.6	✓				
Observing/ recording student behavior	61.2	✓				
Assisting students with independent studies	58.4	✓				
Assisting teacher(s) prepare lesson plans	56.4	✓				
Providing input into student evaluation	54.4	✓				
Student assessments	52.0		✓			
Selecting instructional materials	50.0	✓				
Instructing, reinforcing subject area studies	48.4	✓				
Implementing behavior management plans	48.0	✓				
Modifying curriculum activities to meet individual special needs	44.4	✓				
Developing / constructing instructional materials	43.6	✓				
Record keeping	37.2		✓			
Administering formal / informal tests	36.8		✓			
Assisting in medical care / procedures	28.4			✓		
Serving as a liaison between school and parents, and community	25.2		✓			
Interpreting non-English materials	20.8					✓
Providing parents or other caregivers with information	20.4				✓	
Assisting in therapeutic programs	13.2				✓	
Assisting students in community based settings	13.2				✓	
Attending PTA, PTO meetings	12.4		✓			
Providing basic child care, lunch/escort/bus duty and assisting with self-help skills	9.2				✓	
Visiting homes, hospitals	3.2					
Providing crises intervention and helping to maintain classroom order	2.4					

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Table 2.02*

ROLES / RESPONSIBILITIES EMPHASES BY STAFFING	TEAM 2	TEAM 3	TEAM 4	TEAM 5
Instructing small groups of students	✓		✓	✓
Assisting teacher(s) prepare lesson plans	✓			✓
Modifying assignments for pupils with special needs			✓	✓
Developing instructional materials	✓			✓
Observing / recording student behavior				✓
Implementing behavior management plans		✓		✓
Carrying out therapeutic program / medical care				✓
Maintaining safe, healthy environments	✓	✓	✓	✓
Assisting students with independent studies		✓		✓
Assisting students in community based settings		✓		✓
Providing parents or other caregivers with information			✓	
Selecting reading or story materials			✓	✓
Instructing / reinforcing basic skills			✓	
Instructing / reinforcing subject area knowledge			✓	
Record-keeping			✓	

Table 2.03A

CORE COMPETENCIES FOR ALL PARAPROFESSIONALS	% Agree Important	% Need Competency	% With Competency
An ability to communicate well with colleagues, students, parents or other caregivers	90.4	17.6	71.6
An ability to work as an effective member of the instructional team	90.4	16.8	69.2
An understanding of the distinctions in roles and responsibilities of professional and paraprofessional personnel	89.2	24.0	63.6
A knowledge of legal and human rights of all children, youth and their families	89.2	43.2	42.4
A sensitivity to diversity in cultural heritage, life styles, and value systems among children, youth and their families	88.8	26.4	61.2
A knowledge of procedures and responsibilities for identifying and reporting Neglect / abuse.	88.8	36.4	49.6
An ability to strengthen student skills to monitor and control their behavior	88.4	28.4	55.2
An ability to motivate and assist children and youth to build self-esteem	88.0	21.6	68.0
An ability to follow health, safety and emergency procedures developed by the school and district	87.2	28.8	57.2
An ability to use reinforcement and other effective behavior management techniques	86.4	35.6	47.6
A knowledge of school, district rules and policies.	85.2	36.8	44.4
A knowledge of school, district rules and policies regarding special education students.	85.2	41.2	36.4
A knowledge of patterns of human development and milestones typically achieved at different ages, as well as, risk factors that may prohibit or impede typical development	84.0	39.6	45.2
An ability to work with "acting- out" and/or aggressive children / youth	84.0	48.8	34.0
An ability to gather, to document and to share information about the performance of individual children and youth.	82.0	28.4	50.4

* Roles and responsibilities for teams 2-5 are compared to 1 teacher/1paraprofessional configuration.

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Table 2.03B

COMPETENCIES FOR PARAPROFESSIONALS WORKING IN SPECIALIZED PROGRAMS (SPECIAL EDUCATION, ESL/BILINGUAL TITLE I)	% Agree Important	% Need Competency	% With Competency
An ability to instruct students in academic subjects using lesson plans and instructional strategies developed by teachers or other professional support staff	86.4	30.8	56.0
An ability to listen to and communicate with parents in order to gather information the education team can build on to meet the needs of the child and family	86.4	30.0	52.4
An ability to prepare and use developmentally appropriate materials	82.4	30.4	52.0
An ability to participate as a member of the education team responsible for developing service plans and objectives for children / youth	86.8	28.4	50.4
An ability to use developmental and age appropriate techniques and materials to stimulate cognitive, physical, social, and language development	86.4	34.0	43.2
An ability to articulate the value of serving children and youth with disabilities in inclusive settings	83.6	35.6	42.8
An ability to work with physically challenged students	82.8	44.8	34.4
An ability to work with medically challenged students	82.4	46.8	31.6
An ability to operate computers, use assistive technology and adaptive equipment that will enable students with special needs to participate more fully	83.2	48.4	31.2
An ability to refer parents/caregivers and/or children health care providers, social services, education agencies, and other support systems available in the community	84.4	50.0	22.8
Ability to support parents and provide them with information they need to gain access to services.	84.4	50.0	22.8

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PARAPROFESSIONAL EDUCATION, PROFESSIONAL DEVELOPMENT, AND TRAINING NEEDS: SURVEY RESULTS

The purpose of the second survey was to identify two distinct yet nonetheless interrelated aspects of paraprofessional preparation and career development: 1) training/education needs of paraprofessionals and 2) the barriers to and support for meeting these needs. The questions in the survey were designed to provide various constituencies with responsibility for staff development and personnel recruitment and preparation with information they can build on to: 1) recruit and prepare teachers to reduce ongoing shortages; and 2) prepare paraprofessionals for their expanding roles.

This survey began with the following question, "Over the past 5 years has your school (workplace) changed?" The majority of paraprofessionals (68%) answered 'Yes'. Respondents indicated that there are more demands placed on them and that they are working with students who face more challenges that affect how they learn and their ability to learn. Other factors causing changes in the workplace that paraprofessionals identified were new technologies to learn and the loss of both experienced paraprofessionals and teachers (retired or leaving). Sustaining the pool of talented staff is an issue for most organizations and particularly important in education. (Table 3.01).

The changing and expanding roles of paraprofessionals indicate a need for designing and maintaining multiple approaches for providing on-going staff development. In the prior section we looked at paraprofessional roles and responsibilities. In this survey, we asked respondents "How did you acquire the skills required to perform these tasks?" Responses to the question indicated that skills training was not systematically available. Seventy-nine percent said that they learned much about their job on their own or on-the-job (self-taught or by watching and asking questions). Sixty-seven percent indicate being taught by the supervisor and/or by the teacher to whom they were assigned. Forty percent were helped by other paraprofessionals. Only about 32% indicate that formal inservice training was provided by their school or district. If so, this is a relatively low rate for staff development with regard to paraprofessionals. (Table 3.02)

Paraprofessionals also think that much more in the way of systematic in-service and academic continuing education is needed. When the total paraprofessional sample was asked, "Thinking ahead five years from now, what level of education is going to be necessary for the work you are doing now?" More than one-third believes that their job might evolve within five years to require an Associate degree. On-the-job training, including training in computer skills will be needed as will in-service training and training to meet requirements leading to teacher certification and licensure. (Table 3.03).

While paraprofessionals believe strongly in the importance of training, they are left out of decisions about the kinds of training needed and may not receive training when assigned new job responsibilities. (Table 3.04)

PARAPROFESSIONAL DEVELOPMENT AND TRAINING ISSUES

This section addresses paraprofessional development and career advancement for paraprofessionals. It also discusses paraprofessional interest in access to different professional development models. The data derive from the questionnaire Barriers to Training / Educational Opportunities for Paraprofessionals. Here we look at participation rates, reasons for going to college, paraprofessional recommendations for improving college courses and barriers that affect paraprofessional participation in professional development opportunities.

PARAPROFESSIONAL PARTICIPATION IN THE CAREER TRAINING PROGRAM (CTP)

Nearly all respondents to this survey participate or have participated in the New York City Career Training Program for paraprofessionals (CTP). Both current and former participants of the CTP are self-reported to be 91% of the respondents. Our figures indicate that of the 16,800 plus paraprofessionals employed by the BOE, between 2,500-4,000 (approximately 25%) participate in the CTP and/or in the Paraprofessional Development Continuing Education program on any given semester. *This means that the vast majority of paraprofessionals (75%), do not participate in any type of on-going college-related program on any given semester.*

OPPORTUNITIES FOR PARAPROFESSIONAL INSERVICE TRAINING

In the paraprofessional questionnaires, respondents were asked whether they had completed the NYC/BOE six-credit requirement for continued employment as a paraprofessionals. Ninety-eight percent of paraprofessionals in the survey reported completing the requirement. This is not surprising because New York State requires that all newly hired paraprofessionals complete at least six college credits in order to remain employed if they only possess a G.E.D. or a high school diploma. Newly hired paraprofessionals are given one calendar year to complete this requirement. Upon meeting that requirement, a paraprofessional is not obligated to continue with college study. What opportunities exist then for continued professional development and inservice training for those not interested in pursuing a college degree and/or teacher certification?

Using a two-year window the survey asked, "This school year or last school year were you offered or did you attend an inservice training program?" Our interest was in establishing *exposure* to training opportunities not whether paraprofessionals actually attended. The median number of training opportunities provided to paraprofessionals in a two-year period was one per year. Fewer than half of the respondents were aware of a staff development workshop for paraprofessionals. Regardless of whether paraprofessionals actually participated, the number of training opportunities seems extraordinarily limited and does not address the needs of paraprofessionals concerned with improving their ability to be effective team members.

Overall, training does not seem to reach paraprofessionals to any degree of intensity or consistency. While most paraprofessionals (90 percent) indicated they knew about some training, few of the training opportunities were very well known. The data suggest that this is attributable to a limited number of training programs and/or poor communication about training. (Table 3.07).

When inservice training for paraprofessionals is available, individual schools and/or school districts seem to be the "major" providers having been identified by 32 percent of paraprofessionals who knew about inservice training opportunities. The NYC Board of Education ranked second (23%) followed by the U.F.T (12%) (Table 3.08)

In response to the question, "Are these training opportunities adequate for your needs?" only 38 percent considered the training 'adequate' (Table 3.09).

There is some consensus among paraprofessionals about how and what kind of training should be provided (Table 3.10). The training should be:

- In-service,
- On-site,
- Regularly scheduled, and
- Specific to paraprofessional needs

Many paraprofessionals are faced with time constraints. Because they work full-time and are raising families, on-site training offered by the NYC/BOE, district offices, or by CUNY would help paraprofessionals to realize their educational/career goals without necessarily having to commute to a college.

PARAPROFESSIONAL INTEREST IN HIGHER EDUCATION

Interest in education and personal development are the foremost reasons given by paraprofessionals for going to college (80 percent). Other more specific reasons include increasing job-related skills, interest in promotion, continued learning, and pursuing another career. In response to companion question "When you were thinking about going to college, which of the following opportunities and experiences did you hope to have while in higher education?", developing new and existing skills (83 percent), increasing intellectual growth (82 percent), learning about and discussing new ideas (75 percent), and broadening horizons (72 percent) were reasons indicated.. Increasing self-esteem and confidence was identified by 60 percent of the paraprofessionals as reasons for going to college.

Paraprofessionals were also asked, "What made a difference to you in deciding which college or university to attend?" For paraprofessionals, class scheduling is the most important issue. The times during which courses are offered is identified by 79 percent of the paraprofessionals as the

major factor in enrollment. Closely related is the proximity of the college to where the paraprofessional resides (68 percent). Course availability, travel time and distance, transportation and parking are all interrelated. Scheduling coursework during the hours that paraprofessionals work restricts their ability to take courses and increases the time that it takes for them to obtain their degrees.

The academic reputation of the college and that it offers courses of study of interest and relevance to paraprofessionals ranked as next most important in 62 percent and 54 percent of the responses respectively.

Access to career guidance and counseling is also considered important by more than one-third of the paraprofessionals (38 percent). College counseling should be consistently available for paraprofessionals who have to attend college after school or in the evening. Paraprofessionals who are interested in obtaining a degree and/or teacher certification need to be encouraged to matriculate in a college early on.

Another factor identified as being important is the sensitivity of the instructors who teach these courses to the needs of students who work full-time and are raising families. Most often paraprofessionals want the course content to be related to the work they are doing (64 percent). They also want instructional strategies and activities to be drawn from real work experiences – rather than theoretical (51 %). These comments imply not only a need to revise curriculum content for credit-bearing coursework but to expand continuing education programs in either community and/or senior colleges. These concerns should also prompt colleges to employ instructors with recent school-based knowledge and experience.

The design of the course, methods, evaluation standards, requirements for demonstrating proficiencies, number of projects and number of papers required does not seem to be of major concern to paraprofessionals. On average, only twenty-five percent identified these as considerations in selecting courses.

In sum, all paraprofessionals value and want training related to their work. In addition, there is considerable interest in earning academic degrees among the respondents. For those who want to enter the professional ranks, their concerns center on issues that would impact on their ability to participate in professional academic development programs. The following issues are illustrative of their concerns:

- The six credit per semester rate at which the CTP pays for coursework. (Some would prefer to take more coursework to accelerate the completion of their degrees.)
- The high cost of textbooks and transportation in relation to the salary of paraprofessionals.
- No leave time to complete B.A./B.S. and to obtain teacher certification expeditiously.
- Limited childcare services.
- The non-existence of pre-service training.
- The lack of systematic or competency -based inservice training .

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Table 3.03: Education Needed in 5 Years

Table 3.04: Receptivity to Training

Table 3.05: Program Participation

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Table 3.07: Types of Training Offered

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Table 3.10: Effective Way to Provide In-service Training

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Table 3.12: Opportunities and Experiences Expected in Higher Education

Table 3.13: Deciding About Colleges

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Table 3.15: Support for Taking College Courses

Table 3.01

PERCEIVED CHANGES IN THE WORKPLACE	NUMBER	NUMBER PERCENT
No changes	76	15.4
Does not apply – not employed five years	28	5.6
Does not apply – not employed five years, but answer Yes	34	6.9
No answer	23	4.6
Yes, there have been changes in the past 5 years	334	67.5
Total		495 (100.0%)
Of those answering 'Yes' - there have been changes in the past 5 years (N = 334)		
More demands on paraprofessionals		55.1
Working with students who face more challenges which affects their learning		50.0
New educational approaches		46.7
Old problems were never solved, still troublesome		41.9
Administration / supervisors more demanding		35.9
More technology to learn		27.8
Losing experienced paraprofessionals and teachers		26.9
Educational reform requires new approaches which we haven't learned		24.6
Inclusion is difficult to implement		19.2
(Multiple responses allowed)		

Table 3.02

HOW DID YOU ACQUIRE THE SKILLS REQUIRED TO PERFORM THESE TASKS?	PERCENT
Self taught, observing and asking questions	78.8
Taught on-the-job by teacher / supervisor	67.2
Taught by another paraprofessional	40.8
Knew from a prior job	25.6
Knew from experience with own family	4.8
Volunteer experience in schools	2.0
OTHER TRAINING SOURCES	
Training at a college	47.6
Training from school building / school district	35.6
Video – commercial instructional tapes	15.2
Took courses (e.g., CPR, Identifying abuse / neglect)	4.0
N= 250, 100.0%, Multiple responses allowed (Roles and Responsibilities Questionnaire)	

Table 3.03

EDUCATION NEEDED IN 5 YEARS	NUMBER	NUMBER PERCENT
Associate Degree	185	37.4
On the job training	160	32.3
Computer skills and training	159	32.1
Certification - Licensure	110	22.2
In-service training	105	21.2
High School Diploma - GED	77	15.6
Technical training-Multi-media	60	12.1
Total - multiple responses allowed (N = 495)		

Table 3.04

RECEPTIVITY TO TRAINING (N=250)	PERCENT AGREE
"Extensive on-the-job training while working is an effective paraprofessional training strategy?"	92.5
"Paraprofessionals should be provided with extensive opportunities and materials for self-study?"	94.2
"Paraprofessionals should be required to participate in a training program prior to employment in education?"	93.4
GETTING APPROPRIATE TRAINING? (N=250)	
"Paraprofessionals should help determine what kinds of training opportunities are offered?".	33.5
"When paraprofessionals take on, or are assigned, new job responsibilities, training is provided."	41.9

Table 3.05

PROGRAM PARTICIPATION	PERCENT "YES"
DO YOU HAVE NEW YORK STATE CERTIFICATION FOR PARAPROFESSIONALS?	23.7
ARE YOU (WERE YOU) A PARTICIPANT IN THE NEW YORK CITY CAREER TRAINING PROGRAM (CTP) FOR PARAPROFESSIONALS?	
Yes, now	77.2
Yes, formerly	13.9
IF PARTICIPATING (IN CTP), ARE (WERE) YOU MATRICULATED?	
Yes, now	61.3
Yes, formerly	14.9

Table 3.06

HAVE YOU TAKEN ANY OF THE FOLLOWING PARAPROFESSIONAL DEVELOPMENT CONTINUING EDUCATION COURSES?	NUMBER	NUMBER PERCENT
Paraprofessional Development Continuing Education Course I	6	2.7
Paraprofessional Development Continuing Education Course II	6	2.7
Both Courses	43	19.5
Yes, took course(s); no further elaboration	38	17.3
Total Continuing Education	93	42.3
Neither course - No Continuing Education	127	57.7
No answer	25	- -
Totals	245	220 (100.0%)

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Table 3.07

TYPES OF TRAINING OFFERED	NUMBER	NUMBER PERCENT	YES PERCENT
No training offered / Didn't know of any	22	9.9	
Yes, knew of at least 1 training opportunity	201	90.1	
Don't know	5	--	
No answer	17	--	
Total	245		
OF THOSE RESPONDING 'YES' (N = 201)			
(Includes multiple responses)			
A staff development class for teachers	88		43.8
Paraprofessional Development workshop	86		42.8
A conference / workshop sponsored by a union or professional agency	72		35.8
In-service class provided by your school	48		23.9
Observations of teacher-paraprofessional team or class in another school	44		21.9
A school based class for paraprofessionals	27		13.4
Observation of an exemplary classroom	20		10.0
Median number of programs in two years = 2; 1 per year.			201 (100.0%)

Table 3.08

TRAINING PROVIDERS	NUMBER	NUMBER PERCENT
Knew of some training program	201	
WHO PROVIDED THE TRAINING?		
Local school or district	66	32.2
NYC Board of Education	48	23.4
United Federation of Teachers	25	12.2
No answer / Don't know	66	32.2
Multiple responses allowed		205 (100.0%)

Table 3.09

ARE THESE TRAINING OPPORTUNITIES ADEQUATE FOR YOUR NEEDS?	NUMBER	NUMBER PERCENT
Adequate	60	38.0
Somewhat adequate	70	44.3
Not adequate	28	17.7
No answer, Doesn't apply	87	–
Totals	245	158 (100.0%)

Table 3.10

WHAT WOULD BE THE MOST EFFECTIVE WAY TO PROVIDE IN-SERVICE TRAINING TO YOU AND OTHER PARAPROFESSIONALS?	NUMBER	NUMBER PERCENT
RESPONSES		
More on-site training	144	59.8
Special programs specific to our needs	141	58.5
Regularly scheduled Workshops / Conferences	139	57.7
College - University courses	116	48.1
More in-service training	105	43.6
Information packets for self-study	104	43.2
Working together in study teams	83	34.4
Observing other effective classrooms	75	31.1
Computer loan system for self-study	65	27.0
Distance learning TV - satellite programs	31	12.9
No answer (N = 14)		--
Multiple responses allowed (N = 231)	245	

Table 3.11

IF YOU ARE PLANNING TO GO TO COLLEGE OR ARE ALREADY GOING TO COLLEGE WHY DID YOU DECIDE TO EARN COLLEGE CREDITS?	NUMBER	NUMBER PERCENT
RESPONSES		
Interested in education and educating myself	192	83.1
Upgrade my skills	150	64.9
To help me get a better job / promotion	147	63.6
I wanted to continue studying / learning	142	61.5
I want to pursue a career and need a college degree	129	55.8
I wanted a change in direction in my life	66	28.6
It is the normal thing in my occupation	54	23.4
I felt it was expected of me	34	14.7
No answer	14	--
Multiple responses allowed (N = 231)		

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Table 3.12

WHEN YOU WERE THINKING ABOUT GOING TO COLLEGE, WHICH OF THE FOLLOWING OPPORTUNITIES AND EXPERIENCES DID YOU HOPE TO HAVE WHILE IN HIGHER EDUCATION?	NUMBER	NUMBER PERCENT
RESPONSES		
To develop new or existing skills	195	83.0
To experience intellectual growth	193	82.1
To learn about and discuss new ideas	177	75.3
To broaden my horizons	169	71.9
To increase my self esteem / confidence	142	60.4
To meet new people	86	36.6
To have a good time	49	20.9
No answer	10	- -
Respondents	245	
Multiple responses allowed (N = 235)		

Table 3.13

WHAT WOULD MAKE A DIFFERENCE TO YOU IN DECIDING WHICH COLLEGE OR UNIVERSITY TO GO TO?	NUMBER	NUMBER PERCENT
RESPONSES		
Where there is a class schedule that meets my needs	186	79.1
Tuition and other costs affordable	171	72.8
A school near my home	160	68.1
Good academic reputation	146	62.1
Instructor sensitivity to the needs of students who work full-time	130	55.3
Instructor sensitivity to the needs of students with family responsibilities	125	53.2
The best one for what I study	127	54.0
Parking and transportation	124	52.8
Availability of career counseling	89	37.9
Recommendation of friends, family, or co-workers	59	25.1
Times of the day that the library is open	37	15.7
Childcare provisions	29	12.3
Physical access for those with health problems or disabilities	27	11.5
The extra-curricular activities available (e.g., sports / drama)	20	8.5
Reputation for a good social life	16	6.8
No answer	10	- -
Multiple responses allowed (N=235)	245	

Table 3.14

WHAT FACTORS WOULD MAKE YOUR COURSES MORE ATTRACTIVE TO YOU?	NUMBER	NUMBER PERCENT
RESPONSES		
How job related your course was	137	64.3
Exercises drawn from activities based on real work experience	109	51.2
The subjects covered in your course	96	45.1
Workshops	92	43.2
On-the-job coaching provided by teachers	86	40.4
Field studies	82	38.5
Computer based instruction	66	31.0
Computer based learning packages	60	28.2
Self paced study assignments	61	28.6
How your work is evaluated	66	31.0
The type of non-academic skills you would learn (e.g., computers, communication skills)	62	29.1
Seminars / tutorials	55	25.8
Practice sessions	54	25.4
Lectures	53	24.9
The number of hours of extra work	52	24.4
Projects / papers	42	19.7
Immersion sessions (Intensive study of one topic)	28	13.1
No answer	32	- -
Multiple responses allowed (N = 213)	245	

Table 3.15

HOW SUPPORTIVE HAVE THE FOLLOWING PERSONS AND ORGANIZATIONS BEEN TOWARDS YOUR TAKING COURSES AT COLLEGE?	VERY ENCOURAGNG	ENCOURAGING	NOT ENCOURAGING
N Y C Board of Education	42.9	43.8	13.4
U F T	41.2	46.4	12.3
Teachers	52.6	34.3	13.1
Building Principal	37.0	29.6	33.3
Paraprofessionals at school	45.5	37.4	17.1
Family members	68.2	23.5	8.3

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TEACHER ROLES IN SUPERVISING PARAPROFESSIONALS AND PROFESSIONAL DEVELOPMENT NEEDS: SURVEY RESULTS

SURVEY GOALS

The purpose of surveying teachers was to gather data to provide all stakeholders with information they can build on to address issues connected with enhancing the ability of teachers to supervise and work effectively with paraprofessionals. Moreover, teacher responses to the survey supported paraprofessional responses to the questions regarding paraprofessional roles in program implementation teams. Teachers also provided information about the skills that paraprofessionals need. We randomly surveyed 241 teachers in 141 schools---both NYC general and District 75 special education schools.

The specific goals of the teacher survey were to:

- Gather and assess data on current policies and systems connected with on-the-job performance of teacher and paraprofessional teams;

- Gather and assess information on the skills and knowledge required by teachers to supervise and work effectively with paraprofessionals

DESCRIPTION OF THE TEACHER SAMPLE

The questionnaire for the teacher sample did not inquire about gender, ethnicity, marital status, etc. as this data was not of high relevance to this study. The purpose of the teacher questionnaire was to identify who and where they work and their level of experience in supervising and working effectively with paraprofessionals. In the questionnaire, we inquired about their roles and responsibilities in directing the work of paraprofessionals, whether their expanding roles as team leaders require more training, and what skills paraprofessionals should have to make teams and their work with children and youth most effective.

TEACHER EXPERIENCE

The median composite years of teaching experience, factoring in teaching elsewhere is 13 years. Most respondents are classroom teachers (88%). Some also serve in additional capacities including curriculum development, team leadership, and teacher trainer or supervisor. Eighty-eight percent of the surveyed teachers supervise paraprofessionals directly while others work with paraprofessionals and other teachers. About half of the teachers have one paraprofessional with whom they work and one-third of the teachers work with two or more paraprofessionals.

SCHOOL SETTINGS

Of the total teacher sample, 42 percent work in general education classrooms, 55 percent work in special education, 14 percent in English language instruction. Twenty percent of teachers are in multiple service arrangements, e.g., in ESL and general education or other combinations of services. Teachers in District 75 schools work mainly in special education (98 percent) and 10 percent are also involved in English language instruction. (Table 4.01). (Figures often exceed 100.0 percent because teachers work across multiple settings, e.g., providing regular class instruction plus bilingual instruction).

This survey balance which includes more special education teachers is intentional since special education is the programmatic area where the greatest number of instructional paraprofessionals are employed, most often, as members of instructional teams.

Almost half of the teacher respondents work in District 75 and special education program implementation teams that include occupational and physical therapists, speech/language pathologists and other support personnel (47%). Of these, almost all include a speech/language pathologist. More than one-third (39%) include an Occupational Therapist and one-third (30%) a Physical Therapist. Forty-three percent (43.0) include medical staff – most often a nurse. The other teacher respondents are assigned primarily to general, remedial/compensatory or ESL/Bilingual programs.

The data for teachers working in special education are shown in Table 4.02. One fourth of students in the classrooms are identified as having some type of learning disability, more than one fourth have emotional or behavioral disabilities and sixteen percent have speech / language needs. Other disabilities include physical, hearing and vision. Table 4.02 also shows the different distributions of the students in general education schools and in District 75 programs.

In addition to special education services, a significant proportion of all students, as reported by teachers, require English language instruction (47%). In District 75 schools, one third of all students need English language instruction. Of those needing English language instruction, teachers provide more ESL (71%) than Bilingual education (24%).

Given the high percentage of need for English language instruction, we find only 39 of the 214 teachers speak a foreign language (18%). This rate is lower than the rate of foreign language speakers in the paraprofessional sample (26%). Speaking a foreign language, however, does not necessarily mean that the speaker works with a bilingual class or that the language can be applied, given the student population. For example, there are Hebrew/Yiddish and Italian speaking teachers, yet there may not be a significant number of students who are monolingual in these languages.

Twenty-three teachers speak Spanish. Of these, 17 work with non-English speaking students. Contrasting teachers with paraprofessionals using Spanish fluency as an example: 17 of 112 teachers (15%) and 74 of 163 paraprofessionals (45%) work with students needing English language instruction.

SURVEY QUESTIONS

The literature was reviewed to identify classroom / program management tasks that are needed by teachers in instructional team settings. Nine team management aspects were identified. (Pickett & Gerlach, 1997; French & Pickett, 1997).

These are:

1. Developing daily / weekly lesson and classroom plans
2. Consulting / communicating with colleagues and parents
3. Modifying plans for individual learners
4. Deciding how the team will operate
5. Deciding how team decisions will be made
6. Setting goals for the team
7. Coordinating team activities
8. Delegating and sharing of duties
9. Performing administrative and record-keeping tasks

DESCRIPTION OF TEACHER ROLES AND RESPONSIBILITIES

We would expect that the instructional strategies employed by teachers would vary depending on the student population. The instructional strategies, in turn, would affect the way teachers integrate paraprofessionals into instructional settings. The greater the reliance on paraprofessionals, the greater is the need for teachers to be prepared to supervise and work effectively with them. Using exploratory factor analysis, strategies used to engage students in learning experiences fall into several categories including:

1) Fostering academic development, critical thinking and problem-solving skills;

2) Modification of curriculum and instructional strategies for small groups and individual learners; and

3) Using instructional strategies that help students with special needs learn to control and monitor behaviors and master skills that enhance independence and transition to community living, employment, and/or post secondary education.

Central to each of these methods is developing strategies that recognize the different learning styles, learning preferences, and learning needs of individuals. In this sample, there is a strong emphasis on small group and one-on-one instruction reported by 89% and 78% of teachers respectively. Emphasis on developing critical thinking skills, problem-solving skills, and student independence varies by program and is related to the needs of children and youth served in each setting. (Table 4.03).

DESCRIPTION OF TEAMS

There are two interrelated school teams:

1. Program development/management teams
2. Program implementation teams

The former is typically the administrative province of the Principals, Assistant Principals, Supervisors, Coordinators and consultants who set school-wide goals and objectives and provide the resources and training for the implementers. Also included here are the Individualized Education Plan (IEP), the Individualized Family Service Plan (IFSP) and the Individualized Transition Plan (ITP) development teams. In addition, teachers increasingly are participating in program development/ management teams and the IEP, IFS, and ITP teams. Implementation of the programs is typically the province of teachers who are responsible for the day-to-day program planning, implementation, and student assessment. This also includes paraprofessional supervision. We first look at teacher roles in implementing program objectives to meet learner needs.

INSTRUCTIONAL PLANNING AND IMPLEMENTATION RESONSIBILITES OF TEACHERS

Based on a search of the literature, 10 common tasks related to planning and implementing instruction were identified. These were:

1. Diagnosing student educational needs
2. Planning and scheduling learning activities
3. Setting goals for students
4. Determining instructional objectives
5. Developing lesson plans for the class
6. Modifying curriculum content and/or instructional strategies for individuals
7. Instructing the whole class
8. Instructing small groups of students
9. Instructing individual students
10. Evaluating student performance

Teachers were asked to identify the four staff members most likely to be involved in these tasks. The four choices were the teacher (respondent), the team, paraprofessional and principal. The term "Principal" was defined to include either the principal, assistant principal, supervisor or coordinator. Teams were defined as any variety of teacher-paraprofessional and/or professional staff arrangements operational in the schools. These include:

1. One teacher working with 1 paraprofessional - historically, the oldest staffing arrangement
2. One teacher working with 2 paraprofessionals in the class
3. One teacher working with multiple paraprofessionals. (These range from 3 to 30).
4. Several teachers working with 2 or more paraprofessionals
5. Teacher, paraprofessional and therapeutic professional staff teams such as, speech – language, physical, occupational, or medical personnel.

To summarize these complex data, Table 4.04 indicates the two staff members most often responsible for tasks involved in program implementation. For uniformity and ease of presentation the primary (most often) and secondary (next most often) involved staff are indicated. Percentages of 'most often' and 'next most often' involvement is included in the table. Typically, in combination, 'most often' and 'next most often' account for more than half of the respondents. Where these percentages do not sum to 100 percent, the balance that is carried out by principals, supervisors and coordinators - that is, the program management staff, is indicated.

The data indicate that teachers with the assistance of *paraprofessionals*, are the primary providers of instruction. For example, in whole class teaching, the teacher is 'most often' responsible (78%), and the *combination of teacher and paraprofessional* (10%) is 'next most often'. Likewise, small group instruction is reported 'most often' as a combined teacher and paraprofessional responsibility (41%) and 'next most often' as a teacher responsibility (17%). Individual instruction (one-on-one) is reported 'most often' as a teacher and paraprofessional (39%) and to a lesser degree as a teacher responsibility (15%).

Other aspects of program implementation, however, were found not to be the main domain of the teacher. Determining instructional objectives, setting goals for students and modifying curriculum content and activities, planning learning activities, and diagnosing student educational needs are carried out by program management teams that include administrators and teachers (25 to 33 percent of the time).

CLASSROOM MANAGEMENT RESPONSIBILITIES

In terms of classroom management, the teacher emerges as the leader of the instructional team; however, the principal and the assistant principal also have responsibilities. The principal (assistant principal, etc.) 'most often' (52%) supervises professional staff with the teacher as 'next most often' supervisor (12%). Teachers do not supervise professional staff such as occupational, physical therapists or speech-language pathologists but may coordinate schedules.

Program staff as well as teachers play a strong role in classroom management. As shown in

Table 4.05, the teacher is the central figure in many of the management arrangements. The teacher provides daily and weekly classroom plans (55%), parent consultation (44%), program planning for individual students (34%), and consultation / communication with parents (39%) and team administrative responsibilities (33%). The team is the 'next most often' involved in these tasks.

However, in a range of classroom tasks, the team is the 'most often' responsible for classroom management with the teacher playing a more distant 'next most often' role. Teams, not the teacher, decide: how they will operate (43%), how decisions will be made (40%), coordinating team activities (38%), and setting goals (35%). The teacher is a participant but not in charge.

Even in these classroom management tasks, members of the program management team (Assistant Principals, Supervisors and Coordinators) often supercede the teacher's areas of responsibility and the team activities in carrying out classroom management responsibilities. Such involvement ranges from 33 to 48 percent of the time.

The data suggest that there is a lack of differentiation of responsibility – one with the teacher as the central figure, the other with the team participating together, and still others where program management staff have the primary responsibility of the classroom.

PARAPROFESSIONAL SUPERVISION / INTEGRATION

Paraprofessionals require supervision. Thirteen supervisory roles were identified as essential to the effective integration and development of paraprofessional support (Table 4.06).

The sample reports that paraprofessional supervision and the integration of the paraprofessional into the team is not often carried out by the teacher but left to others (the team, the principal or other staff configurations). This is an important weakness. Since it is the teacher who works most closely with the paraprofessional and determines which tasks a paraprofessional will perform, how he/she will carry it out, and when he/she will carry it out.

Although the questionnaire inquired about the role of other team members in these decisions, the teacher and the principal (assistant principal, et. al) invariably carry out all of the major supervisory responsibilities associated with managing paraprofessionals.

Paraprofessional supervision is 'most often' reported as the responsibility of the principal (30%) and 'next most often' as a teacher responsibility (22%). The teacher is responsible for integrating the paraprofessional into the team only 25% of the time.

Teachers are 'most often' identified as: assessing paraprofessional performance (24%) directing and monitoring the day-to-day work of paraprofessionals (44%), directing planning for paraprofessional activities (38%), assigning duties (31%), delegating responsibilities (32%), providing on-the-job coaching to paraprofessionals (31%), setting goals and plans (28%), and providing feedback about their work (36%).

Additionally, Principals (Assistant Principals, Supervisors, Coordinators) are 'most often' involved with paraprofessional scheduling (46%), developing strategies to meet paraprofessional training needs (46%), and assessing paraprofessional training needs (44%). Teachers are 'next most often' involved in these activities. On average, only twenty percent of teachers perform these tasks.

PREPARING TEACHERS TO INTEGRATE PARAPROFESSIONALS INTO LEARNING ENVIRONMENTS

The survey also inquired about the extent of preparation and training teachers received for their evolving role as managers and supervisors. The training domain is derived from a review of the literature relating to groups, group functions, supervision, and management. Analysis of the data indicates two main factors in teacher preparation. First, there is training related to paraprofessional management such as: effectively integrating paraprofessionals into the team and constructive evaluation. Second, there is the training related to management and development of the team itself.

TEACHER TRAINING FOR PARAPROFESSIONAL SUPERVISION

When training is reported, the percentage of teachers receiving training is low. (Table 4.07). In all aspects of paraprofessional integration and management, teachers receive very little training. Only 15 percent received training to provide on-the-job coaching, and 14 percent report training to be able to provide constructive evaluation of paraprofessionals. Twenty percent report training on how to integrate paraprofessionals into the team, and only ten percent received training in supervising and monitoring paraprofessionals.

MANAGEMENT AND DEVELOPMENT OF THE TEAM

Equally acute are the low percentages of training opportunities for team development and management. About one-third of teachers report training in communication and team building, problem-solving skills and collaboration skills. Only 10 percent had any supervisory training. The data suggest that while teachers have increasing responsibilities for supervising paraprofessionals, they are very unprepared for these roles. The supervisory and managerial skills required in integrating paraprofessionals into the classroom are necessary to ensure well-managed classroom learning environments. In looking at the data in Table 4.07, if 21 percent indicate that they received training on integrating paraprofessionals into the team, then 79 percent of teachers did not receive this training.

TEACHER PREPARATION NEEDS

Training needs of teachers are derived from needs identified by the 241 teachers responding to this survey. These needs fall into three categories:

1. Improving the integration, participation and effectiveness of paraprofessionals as team members
2. Improving team performance
3. Team building skills

Skills for improving the integration, participation and effectiveness of paraprofessionals as team members

Respondents to the survey indicated the need to strengthen their ability to integrate and work more effectively with paraprofessionals. Training that they feel is most important: Supervising and monitoring paraprofessionals (88%), providing on-the-job coaching (83%), planning paraprofessional activities (79%), and integrating paraprofessionals into the team (75%). (Table 4.08).

Skills for improving team performance

This area addresses the need to solidify the team and to have the team evolve as an integrated group of practitioners. The areas of skill development and training identified as needed by teachers to accomplish these goals are: conflict resolution (58%), inter-group communication (50%), group dynamics (47%), relationship and trust building (47%). Teachers also revealed a need for opportunities to learn communication and other skills that will enable them to more effectively interact with paraprofessionals (40%). (Table 4.08).

To address improvement in team goal attainments and team potential, the following skills were identified: problem-solving skills (33%), strategic planning ability (33%), self-assessment and self-corrective skills (40%).

Team building skills

This area addresses the broader aspects of team management. Teachers indicate a need for training in supervision (88%), team building and collaboration skills (62%), management style training (59%), and some knowledge of managerial theory (39%). (Table 4.08)

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Table 4.08 - NEEDED TEACHER TRAINING

Table 4.01

TEACHER SERVICE SETTINGS	TOTAL	TOTAL PERCENT
ALL TEACHERS (N = 214)		
General elementary, middle, junior high	86	35.7
General inclusive classroom	15	6.2
Title I / Compensatory Education	21	8.7
Bilingual / ESL	34	14.1
Special Education - regular, resource, etc.	132	54.8
Home –Hospital bound	1	0.4
Gifted – Talented	6	2.5
TEACHERS IN GENERAL SCHOOLS (N = 187)		
General elementary, middle, junior high	86	46.7
General inclusive classroom	15	8.2
Title I / Compensatory Education	21	11.4
Bilingual / ESL	28	15.2
Special Education - regular, resource, etc.	76	41.3
Home –Hospital bound	0	0
Gifted – Talented	6	3.3
TEACHERS IN DISTRICT 75 SCHOOLS (N = 57)		
General elementary, middle, junior high	0	0
General inclusive classroom	0	0
Title I / Compensatory Education	0	0
Bilingual / ESL	6	10.5
Special Education - regular, resource, etc.	56	98.2
Home –Hospital bound	1	1.8
Gifted – Talented	0	0

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Table 4.02

ALL SPECIAL EDUCATION CHILDREN AND YOUTH	PERCENT
Mental Retardation / Developmental Disability	28.2
Mild to Moderate impairment	17.8
Moderate to Severe impairment	10.4
Learning Disabilities	23.7
Emotional - Behavioral disabilities	28.3
Hearing impairment	5.2
Physical disabilities	2.3
Speech – Language impairments	15.6
Visual impairments (partially blind, blind)	0.6
GENERAL EDUCATION - SPECIAL EDUCATION	
Mental Retardation / Developmental Disability	20.1
Mild to Moderate impairment	16.3
Moderate to Severe impairment	03.2
Learning Disabilities	21.1
Emotional - Behavioral disabilities	19.7
Hearing impairment	05.4
Physical disabilities	02.7
Speech – Language impairments	13.6
Visual impairments (partially blind, blind)	0.7
DISTRICT 75 - SPECIAL EDUCATION	
Mental Retardation / Developmental Disability	54.4
Mild to Moderate impairment	19.3
Moderate to Severe impairment	33.3
Learning Disabilities	38.5
Emotional - Behavioral disabilities	76.9
Hearing impairment	3.8
Physical disabilities	0.0
Speech – Language impairments	26.9
Visual impairments (partially blind, blind)	0.0

Table 4.03

INSTRUCTIONAL STRATEGIES	MEAN PERCENT	MEAN PERCENT	MEAN PERCENT
TOTAL SAMPLE (N = 241)	**TOTAL**	**GENERAL SCHOOLS**	**DIST. 75 SCHOOLS**
Behavior modification strategies	78.4	77.2	82.5
Developing parent, family support	55.6	53.8	61.4
Individualized strategies for students	78.0	73.4	93.0
Developing critical thinking	72.6	77.7	56.1
Developing problem solving	72.2	76.7	57.9
One-on-one instruction	78.0	76.1	84.2
Pupil motivational strategies	78.0	77.7	78.9
Remedial strategies	66.4	68.5	59.6
Small group instruction	88.8	88.6	89.5
Strategic instruction	31.5	33.2	26.3
Strategies for developing student independence	67.2	64.7	75.4

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Table 4.04

DEVELOPING / IMPLEMENTING LEARNER PROGRAM	WHO MOST OFTEN	PERCENT	WHO NEXT MOST OFTEN	PERCENT	PROGRAM MGMT
Diagnosing student education needs	Teacher	50.2	Team	19.1	30.7
Developing lesson plans for group/ individual	Teacher	65.6	Para + Teacher	10.4	
Modifying curriculum content – activities	Teacher	56.8	Team	11.6	31.6
Planning learning activities	Teacher	53.5	Para + Teacher	13.7	32.8
Setting goals for students	Teacher	61.4	Team	14.1	24.5
Determining instructional objectives	Teacher	63.5	Team	10.0	26.5
Classroom scheduling	Teacher	50.2	Principal	12.9	
Teaching to the whole class	Teacher	77.6	Para + Teacher	09.5	
Teaching small groups of students	Para + Teacher	40.7	Teacher	17.0	
Teaching – one-on-one instruction.	Para + Teacher	39.4	Teacher	15.4	
Evaluating student performance	Teacher	43.6	Para + Teacher	19.5	

Table 4.05

PROGRAM / CLASS MANAGEMENT	WHO MOST OFTEN	PERCENT	WHO NEXT MOST OFTEN	PERCENT	PROGRAM MGMT
Developing daily/weekly lesson / classroom plans	Teacher	55.2	Team	12.0	32.8
Consulting / communicating with parents	Teacher	39.0	Team	15.2	41.9
Modifying plans for individual learners	Teacher	34.0	Team	23.3	43.6
Deciding how the team will operate	Team	42.7	Teacher	16.6	40.7
Deciding how team decisions will be made	Team	39.8	Teacher	17.8	42.4
Setting goals for the team	Team	34.9	Teacher	20.3	44.8
Coordinating team activities	Team	37.8	Teacher	26.6	35.6
Delegating and sharing of duties	Team	32.8	Teacher	20.7	46.5
Performing administrative / record-keeping tasks	Teacher	33.2	Team	18.7	48.1

Table 4.06

PARAPROFESSIONAL SUPERVISION / INTEGRATION	WHO MOST OFTEN	PERCENT	WHO NEXT MOST OFTEN	PERCENT
Supervising paraprofessional staff	Principal	29.9	Teacher	22.4
Setting goals and plans for paraprofessional(s)	Teacher	27.8	Principal	24.5
Assigning duties to paraprofessional(s)	Teacher	30.7	Principal	26.1
Delegating responsibilities to paraprofessional(s)	Teacher	31.5	Principal	19.1
Directing and monitoring day-to-day work	Teacher	44.4	Principal	14.5
Providing feedback to paraprofessional(s) about their work	Teacher	35.7	Principal + Teacher and Principal	19.5
Planning for paraprofessional activities	Teacher	37.8	Team	19.1
Integrating paraprofessionals into the team	Teacher	25.3	Team	21.6
Assessing paraprofessional performance	Principal	32.8	Teacher	24.1
Assessing paraprofessional training needs	Principal	44.0	Teacher	14.5
Developing strategies for training paraprofessionals	Principal	46.1	Teacher	17.8
Providing on-the-job coaching	Teacher	30.7	Principal	24.9
Scheduling duties for paraprofessional(s)	Principal	46.1	Teacher	16.6

Table 4.07

TRAINING RECEIVED BY TEACHERS AS CLASSROOM MANAGERS	PERCENT
No training received	26.1
Effectively integrating paraprofessionals into the team	
Integrating paraprofessional(s)	34.0
Delegating responsibilities	29.0
Maximizing the use of paraprofessional(s)	25.3
Integrating paraprofessionals into the team	21.2
Planning paraprofessional activities	19.9
Providing on-the-job coaching for paraprofessionals	14.9
Constructive evaluation of paraprofessionals	14.1
Supervising and monitoring paraprofessionals	10.4
Management and Development of the team	
Interdisciplinary planning / teaching	41.5
Communication and team building	35.3
Problem solving	33.2
Team building / collaboration skills	33.2
Supervisory training	9.5

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Table 4.08

NEEDED TEACHER TRAINING	PERCENT
NONE NEEDED: (N = 33 OF 241)	13.7
Training needed for:	
Improving integration of paraprofessionals	
Assessing paraprofessional training needs	92.3
Supervising and monitoring paraprofessionals	88.0
Constructive evaluation of paraprofessionals	83.7
Providing on-the-job coaching for paraprofessionals	82.7
Planning paraprofessional activities	76.9
Integrating paraprofessionals into team	75.5
Maximizing use of paraprofessionals	70.7
Training needed for:	
Improving Team Performance	
Delegating responsibilities	66.3
Conflict resolution	58.1
Interdisciplinary planning – teaching	51.9
Intergroup Communication and team building	49.5
Group Dynamics	47.1
Relationship building / Trust	46.6
Self assessment / documentation	40.4
Communication training / listening skills	40.4
Problem solving skills	33.2
Strategic planning	33.1
Training needed for: Team Building	
Supervisory training	88.9
Team building / collaboration skills	61.5
Management style / leadership training	58.7
Managerial theory	39.4

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APPENDIX

The goals of the Paraprofessional Development Continuing Education Courses I and II are to prepare paraprofessionals to work under the direction of teachers and to:

- ✓ **Understand the value of inclusive education.**
- ✓ **Understand the rights of children, youth and their parents.**
- ✓ **Respect diversity in the cultural heritages, lifestyles, and value systems of youth, parents, and other people they encounter on the job.**
- ✓ **Understand the distinctions between the roles of professional personnel and paraprofessionals.**
- ✓ **Communicate effectively with team members, children, youth, and other people they encounter on the job.**
- ✓ **Practice ethical and professional standards of conduct.**
- ✓ **Participate effectively in the different phases of the instructional process.**
- ✓ **Assist children and youth to build self-esteem and interpersonal skills that will help them avoid isolation in different educational and living environments.**
- ✓ **Provide instructional and other direct services to learners with different educational needs.**
- ✓ **Follow emergency, health, and safety procedures established by the school/district.**